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ABSTRACT

This training model is designed to assist educational personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. The manual is especially designed for members of community groups, parents, and other persons not employed by the school system. Materials covered in the opening pages include session specifications, a key to drawings, session agenda, and a session introduction. The eight activities described are: (1) "Influencing Schools for Change: Where Have You Been and Where Are You Going?"; (2) "Schools and the Community: Assessing Your Knowledge Base for Change"; (3) "A Knowledge Base for Achieving Sex Equity in Schools"; (4) "Title IX Monitoring and Enforcement Strategies"; (5) "Influencing Schools for Change" (which involves role playing situations); (6) "Establishing Change Goals and Analyzing Action Alternatives"; (7) "Action Planning and Implementation"; and (8) "Summary and Workshop Evaluation." Appendices cover Title IX of the Education Amendments of 1972, a summary of the implementing regulations; enforcing Title IX: grievance and complaint procedures; influencing schools for change--role play situation analyses; sources of funding--examples of Department of Education funds; and a glossary of terms relating to contracts and grants. (IS)

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TRAINER MANUAL

THE COMMUNITY'S ROLE IMPLEMENTING TITLE IX AND SEX EQUITY

Prepared By
Title IX Sex Equity Program

Adapted/Adopted
From the materials prepared for the
Council of Chief State School Officers'
Title IX Equity Workshops Project
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PREFACE

The Title IX/Sex Equity training model is designed to assist educational personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. The training model was utilized and tested in twenty regional workshops by the Council of Chief State School Officers' (CCSSO) Title IX Equity Workshops Project. This project was funded under contract 300-76-0456 with the Women's Program Staff, U.S. Office of Education.

The training model is designed for all persons who have the opportunity to work with any persons interested in Title IX. Workshop sessions are provided for the following groups:

Administrators, Title IX coordinators and school board members
Instructional personnel
Counseling and pupil services personnel
Physical activities personnel (physical education and athletics staff)
Community group members

The session outlines and materials were originally developed by Martha Matthews and Shirley McCune. Martha Matthews' time was partially supported by funds provided by the Ford Foundation. Shirley McCune and Martha Matthews are co-editors of the training manual.

Persons who have authored or contributed to other outlines and materials within the total package include: Linda Stebbins, Nancy Ames and Illana Rhodes (ABT Associates, Cambridge, Mass.); Judy Cusick, Joyce Kaser and Kent Boesdorfer (Resource Center on Sex Roles in Education, Washington, D.C); Barb Landers (California State Department of Education, Sacramento, California); and Janice Birk (University of Maryland, College Park, Maryland).

The CCSSO, the Resource Center on Sex Roles in Education, and the co-editors of the package gratefully acknowledge the assistance and advice of M. Patricia Goins, project monitor, Women's Program Staff, U.S. Office of Education, and Dr. Leslie R. Wolfe, director, Women's Program Staff, in the implementation of the contract. Grateful acknowledgement is also given to Sarita Schotta, Senior Research Associate, National Institute of Education for monitoring

the contract which provided funds for the editing and printing of the field-test materials.

Adaptations in the training materials for Colorado School districts were made by Dr. Martha Fair, Sex Equity Supervisor for the Colorado Department of Education and Linda S. Doyle, Consultant. The art work and cover design were done by the Art Department, Melanie Spurlin typed the manuals.

Title IX Sex Equity Staff
Equal Education Services Unit
Colorado Department of Education
April, 1980

SESSION SPECIFICATIONS

Session Participants:

Members of community groups, parents, and other persons not employed by school systems.

Session Objectives:

To provide participants with a formulation of the functions of community involvement in educational change and of the rights and responsibilities of community change agents.

To outline a knowledge base of information useful to community change agents working to ensure the implementation of Title IX and the attainment of sex equity in schools.

To provide participants an opportunity to assess their own knowledge base and general skills related to effective functioning and change agents for sex equity and to identify personal goals for increasing their effectiveness.

To provide participants with an opportunity to assess their knowledge of Title IX compliance in their own communities and to establish a baseline for future monitoring efforts.

To provide participants with an opportunity to assess and extend their skills in communicating with the schools regarding Title IX implementation and the achievement of sex equity.

To provide participants with an opportunity to assess and extend their skills in:

- -Applying Title IX requirements to day-to-day school situations.
- -Identifying change goals for schools.
- -Identifying action alternatives for community members/groups seeking to influence schools.

To provide participants with a method of establishing goals and analyzing action strategies related to the achievement of sex equity in schools.

To provide participants with an opportunity to extend their action planning skills.

To develop an initial action plan for accomplishing change in our own communities' schools.

Time Required:

Six hours

Facilitators Required:

Although the session could be conducted by a single person, it is preferable in most cases to share responsibilities among several persons (female and male) who possess both subject matter expertise and group process skills and who represent racial-ethnic diversity.

Group Size:

Flexible

Facilities Required:

Meeting room to accommodate expected number of participants; tables, moveable chairs will facilitate small group work.

Equipment and Supplies Required:

Overhead projector and transparencies, chalkboard and chalk, or newsprint and marker; pencils for each participant.

Materials Needed:

For participant use:

Participant Worksheet 1: Influencing Schools for Change: Where Have You Been and Where Are You Going?

Participant Worksheet 2: Assessing Your Knowledge Base for Change.

Participant Worksheet 3: Monitoring Title IX Implementation in Our Communities' Schools: Establishing a Baseline.

Information Sheet 4: Influencing Schools for Change: Role Play Situations.

Participant Worksheet 5: Analysis of Role Play (#1).

Participant Worksheet 6: Analysis of Role Play Situations (#2).

Participant Worksheet 7: Analysis of Role Play Situations (#3).

Participant Worksheet 8: Analysis of Role Play Situations (#4).

Participant Worksheet 9: Analyzing Change Strategie - Force Field Analysis.

Participant Worksheet 10: Action Planning Guide.

Appendix A: Title IX of the Education Amendments o 1972 - A Summary of the Implementing Regulations.

Appendix B: Enforcing Title IX: Grievance and Complaint Procedures.

Appendix C: Influencing Schools for Change - Role Play Situation Analyses.

Appendix D: Sources of Funding - Examples of Department of Education Funds.

Appendix E: Glossary of Terms Relating to Contracts and Grants.

For facilitator use:

Charts (on newsprint, acetate transparency, or chalkboard) of:

- Session Objectives.
- Guidelines for Observing Role Plays.

Newsprint and marker or chalkboard and chalk.

Facilitator Preparation Required:

Thoroughly review this outline and all participant materials.

Review suggested lectures and comments and adapt them to accommodate unique group needs and facilitator style.

Prepare a session agenda which reflects any adaptations made to the session activities. Use the Session Agenda to help in the planning.

Suggestions for Conduct of Workshops:

How can the workshop activities and sequence be adapted to fit shorter periods of time?

The session outline is designed for implementation in a two- to six-hour period. When it is necessary to modify activities into shorter periods of time, the facilitator(s) should review the objectives of each suggested activity carefully before making a decision about which activities would be most appropriate. If this modification is necessary, the facilitator(s) should consider the following:

A. Carefully review the sequence and the build-up activities provided in the session outline. Each session outline has been developed to include each of the following components:

   Needs assessment activity/exercise -- Session outlines begin with an introductory activity which can involve the group in the session, allow individuals to express initial concerns and provide the facilitator with

general information about the perceptions and experience of the group. This initial experience is a key method of judging the specific needs of the group and estimating the optimal placing of the session objectives.

Cognitive activities -- Each session outline includes a lecture(s) to introduce new concepts and activities. These are designed to increase participants' understanding of particular problems related to sex equity and of the steps to be taken and the principles to be followed in achieving sex equity. The amount of information provided in a lecture can be reduced if the group has had previous exposure to the concepts being presented. Even with experienced groups, however, it is useful to provide a summary of the key points included in the lecture to ensure that all members of the group have a common frame of reference for subsequent activities.

Experiential activities -- These activities provide an opportunity for participants to apply the concepts presented in cognitive activities to situations in educational practice. The purpose of these activities is to help participants assess for themselves the implications of the information presented for day-to-day activities.

Skills practice activities -- Each session outline includes a number of activities which are designed to give participants an opportunity to practice some of the skills which are necessary for the application of sex equity principles and to obtain immediate feedback regarding their efforts.

Action-planning activities -- Each session outline encourages participants to begin to identify specific steps which they or their education agency can take to promote full implementation of Title IX and/or to attain sex equity in their activities. These action-planning steps are crucial to the application of the information provided in the workshop package. They should not be eliminated and, in fact, wherever possible, it would be desirable to expand the amount of time devoted to action planning. This is particularly relevant when participants work together in the same education agency.

In most cases, it is desirable to reduce the amount of time devoted to each of the various types of activities provided rather than to omit any of the major components of the session outline.

B. Provide participants with reading materials prior to the workshop session.

   If the workshop time is limited, it may be possible to reduce the amount of time devoted to the workshop activities by providing participants with materials which can be read prior to the implementation of the workshop. If the facilitator believes that this is desirable, a summary of the information provided in the lecture or information sheet may be distributed to participants prior to the workshop.

C. Reduce the amount of time spent on exercises and worksheets.

   One way the timelines for the session can be cut is to ask the participants to consider only a limited number of cases or situations presented in their worksheets, suggesting that others be completed some time after the workshop. (If this is done, the facilitator should make certain to explore those items selected for use in the group in sufficient detail to clarify for participants the basic principles reflected in the worksheet.) In all instances, the facilitator should emphasize ways in which the participant materials may be used after the workshop.

What guidelines should be observed by facilitators throughout the workshop?

Workshops dealing with sex equity often involve participants in a questioning of some of their earliest learnings and most basic beliefs and assumptions. Individuals dealing with these issues may have negative feelings about changing roles of males and females in our society and experience fear or anger about sex equity efforts in education. It is critical that workshop facilitators understand that these reactions are to be expected and how to handle them in positive ways. Some suggestions for dealing with possible resistance or rejection of the ideas covered in the workshop are outlined below.

Workshop facilitators should:

A. Remember that change in knowledge, attitudes and skills requires time and continued support. Each person must move through a process of exploring, understanding and acting on new ideas before they can be accepted. Rejection of ideas presented in the workshop should not be interpreted as a personal rejection of the presenter.

B. Work to provide continuing support to participants even when they are met by disagreement and/or resistance. Responses to be avoided by workshop personnel include:

Defensiveness -- the expression through words or behaviors that a facilitator or resource person feels as if an attack has been made against her/his personal ability or adequacy. Workshop personnel should try to maintain an open attitude and deal with the ideas presented by the participant rather than the internal feelings that these ideas may create.

Rejection of the group -- the categorizing of an individual or group as "hopeless". One of the ways that facilitators may deal with persons who disagree is to reject them. It is important that workshop leaders maintain communication with all participants and continue to work through the feelings and ideas presented.

Future predictions -- statements to an individual or the group such as, "I'm sure you'll eventually see it my way." Although it is quite likely that many who reject ideas presented in the workshops will change over a period of time, it is not helpful to dismiss the issues being considered by making future predictions.

Avoidance of the issues -- dropping relevant controversial issues before they have been considered. Avoiding open consideration of possible implications of the Title IX regulation through a comment such as, "There's really no need for major changes in most programs", does not contribute to participant learning or problem solving. Workshop facilitators should

anticipate some of the controversial questions or concerns which are likely to be raised and be prepared to deal with them, if only by admitting uncertainty and a willingness to help participants obtain assistance from other sources.

Overcontrol of the participant group -- pressing the group ahead regardless of their present needs or ability to deal with some of the issues. Overscheduling for clarification questions or for consideration of the implications of the information in small group discussion is one way to overcontrol the participant group. Workshop plans must include time to ensure that participants have the opportunity for initial exploration and evaluation of the information presented.

C. Work to maintain a climate where participants' questions, feelings and opinions can be expressed and considered. Maintain a nonjudgmental approach toward the expression of feelings or opinions which differ from those being expressed in the workshop.

D. Provide participants with concrete information and materials whenever possible. Much of the resistance to accepting change occurs when people do not understand the rationale for change and the specific steps that must be taken in implementing change. It is essential that participants be given opportunities to identify specific directions for change, to develop the necessary skills for change, and to receive support and assistance during this process.

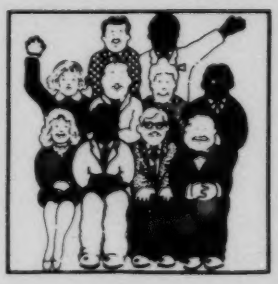
KEY TO DRAWINGS

DRAWING 1: LECTURES OR INTRODUCTORY COMMENTS TO BE PRESENTED BY THE FACILITATOR. "Hip-O-Niner" is the Colorado Title IX/Sex Equity mascot.

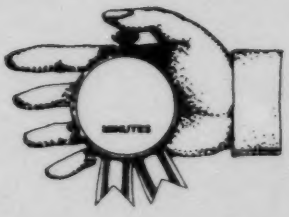
DRAWING 1R: Small Hip-O-Niner references page numbers in Participant Workbook.

DRAWING 2: INDIVIDUAL ACTIVITY

DRAWING 3: SMALL GROUP ACTIVITY OR DISCUSSION



DRAWING 4: LARGE GROUP ACTIVITY OR DISCUSSION



DRAWING 5: TIME DESIGNATION FOR COMPLETION OF AN ACTIVITY

SESSION AGENDA

INTRODUCTORY COMMENTS TIME REQUIRED: 10 MINUTES

Activity 1:

INFLUENCING SCHOOLS FOR CHANGE: WHERE HAVE YOU BEEN AND WHERE ARE YOU GOING?

TIME REQUIRED: 30 MINUTES

A. Introduction (1 minute)
B. Individual activity--"Influencing Schools For Change: Where Have you Been and Where are you Going?" (5 minutes)
C. Small group discussions (14 minutes)
D. Large group discussion (10 minutes)

Activity 2

SCHOOLS AND THE COMMUNITY: ASSESSING YOUR KNOWLEDGE BASE FOR CHANGE

TIME REQUIRED: 45 MINUTES

A. Lecture--"Schools and the Community: The Role of the Change Agent" (10 minutes)
B. Individual activity--"Assessing Your Knowledge Base for Change" (10 minutes)
C. Small group discussions (15 minutes)
D. Large group discussion (10 minutes)

Activity 3:

A KNOWLEDGE BASE FOR ACHIEVING SEX EQUITY IN SCHOOLS

TIME REQUIRED: 20 MINUTES

A. Lecture--"Building a Knowledge Base For Change" (15 minutes)
B. Questions, answers, large group discussion (5 minutes)

BREAK

TIME REQUIRED: 10 MINUTES

Activity 4:

TITLE IX MONITORING AND ENFORCEMENT STRATEGIES

TIME REQUIRED: 65 MINUTES

A. Lecture--"Title IX Monitoring and Enforcement Strategies: (20 minutes)
B. Questions and answers (5 minutes)
C. Individual activity--"Monitoring Title IX Implementation in Our Schools: Establishing a Baseline" (10 minutes)
D. Small group discussions (15 minutes)
E. Large group discussion (10 minutes)
F. Summary Comments (5 minutes)

Activity 5:

INFLUENCING SCHOOLS FOR CHANGE

TIME REQUIRED: 80 MINUTES

A. Introductory comments (5 minutes)
B. Individual activity--"Analysis of Role Play Situations" (10 minutes)
C. Small group discussions (15 minutes)
D. Role plays and small group discussions--"Influencing Schools for Change: Role Play Situations" (40 minutes)
E. Large group discussion (10 minutes)

BREAK

TIME REQUIRED: 10 MINUTES

Activity 6:

ESTABLISHING CHANGE GOALS AND ANALYZING ACTION ALTERNATIVES

TIME REQUIRED: 35 MINUTES

A. Lecture--"Establishing Change Goals" (15 minutes)
B. Small group activity--"Analyzing Change Strategies--Force Field Analysis" (10 minutes)
C. Large group discussion (10 minutes)

Activity 7:

ACTION PLANNING AND IMPLEMENTATION

TIME REQUIRED: 40 MINUTES

A. Lecture--"Action Planning and Implementation" (5 minutes)
B. Individual activity--"Action Planning Guide" (10 minutes)
C. Small group discussions (20 minutes)
D. Large group discussion (5 minutes)

Activity 8:

SUMMARY AND WORKSHOP EVALUATION

TIME REQUIRED: 10 MINUTES

A. Summary comments (5 minutes)
B. Workshop evaluation (5 minutes)

SESSION INTRODUCTION

OPENING COMMENTS

Purpose of the activity:

The purposes of this activity are:

To introduce session facilitator(s) to the participants.

To provide participants with an overview of session for Community Groups.

To provide participants with a review of the objectives for the session.

Materials needed:

A chart (on newsprint, transparency, or chalkboard) containing the following information:

Objectives

To consider the functions of community involvement in educational change and the rights and responsibilities of community change agents.

To outline a knowledge base of information useful to community change agents working to ensure the implementation of Title IX and the attainment of sex equity in schools.

To assess our own knowledge base and general skills related to our functioning as change agents for sex equity and to identify personal goals for increasing our effectiveness.

To assess our knowledge of Title IX compliance progress in our own community's schools and to establish a baseline for future monitoring efforts.

To assess and extend our skills in:

-Applying Title IX requirements to day-to-day school situations;

-Identifying change goals for schools;

-Identifying action alternatives for community members/groups seeking to influence schools.

To assess and to extend our skills in communicating with school personnel regarding Title IX/sex equity issues.

To establish goals for our communities' schools, and to utilize the force field analysis method for analyzing community action alternatives.

To review the action planning process as it may be applied to efforts to achieve sex equity in schools.

To develop an initial action plan for accomplishing change in our own communities' schools.

A chart (on newsprint, transparency, or chalkboard) of the following three questions:

1. What changes do I wish to see made in schools; what are my goals for the schools in my community?

2. What steps can I as a concerned citizen/member of a community group take to bring about these changes in schools; what are my goals for community action.

3. What steps can I take to increase my own personal effectiveness as a change agent; what are my goals for increasing personal knowledge/skills in this area?

Facilitator preparation required:

The facilitator(s) should:

Thoroughly review the complete session outlines and all participant materials;

Review objectives and relate them to the activities outlined for the session;

Prepare charts as described in "Materials Needed" section.

PROCEDURE

The purposes of this activity are to introduce the session facilitator(s), to provide participants with an overview of the session for Community Groups, and to share with the participants the objectives for the session.

The facilitator should begin by describing the purpose and format of the session, making the following point:

> The session is designed to provide participants with the opportunity to work with people in roles similar to theirs (in this case, members of community groups and citizens concerned about sex equity in schools) in exploring issues related to Title IX implementation and the achievement of sex equity which are particular to their role.

Next, the session facilitator should take a moment to introduce her/himself and to provide a brief description of her/his involvement in issues of Title IX sex equity as they relate to citizens and community groups. Any housekeeping information necessary-restroom location, availability of pencils and paper, scheduling of refreshments, etc. --might be presented at this time.

The session facilitator should then begin the introductory comments which can provide participants with a frame of reference for considering the session for Community Groups. She/he should post both charts listed under "Materials Needed" so that they are visible to participants during the comments.

Suggested Comments:

"Each of you has come to this workshop as a person who is concerned about the implementation of Title IX and the achievement of sex equity in the schools in your community. The goal of your activities is to influence schools in ways that can increase sex fairness and sex equity in educational policies.

"As persons not employed by the schools you are involved in the most basic process of our democratic society--that of influencing our institutions to respond to the goals and needs which are articulated by citizens. When you are influencing schools for change, you are serving as change agents; you are performing functions which are essential to our society.

"In order to function effectively as a community change agent working for sex equity in schools, you need to keep in mind the three questions you see written on the chart.

1. What changes do I wish to see made in schools; what are my goals for the schools in my community?

2. What steps can I as a concerned citizen/member of a community group take to bring about these changes in schools; what are my goals for community action?

3. What steps can I take to increase my own personal effectiveness as a change agent; what are my goals for increasing my personal knowledge/skills in this area?

"We will be considering each of these questions in various ways throughout these two application sessions; we hope that you keep all three in mind as we move through the session activities.

"Some of you come to this session with a great deal of experience and 'know-how' in working in the community for change. Others come to this session as your first involvement with concerns related to sex equity in education. Throughout the session we hope that each of you will both share your insights and experiences with other participants and identify and seek out those persons who may be able to serve as resources for you. Throughout the session you will have opportunities for such sharing in small group activities and in total group discussions.

"The focus of this workshop is on the implementation of Title IX and the achievement of sex equity.

"We will be examining the process by which Title IX may be implemented and the specific roles that persons in the community can perform in that process.

"An understanding of the roles you perform as community change agents begins with the knowledge that change in schools and change in the community are interdependent. If your communities' schools are to implement Title IX and

to achieve sex equity it will be necessary for citizens and community groups to:

> Articulate the demand and the goals for achieving sex equity in educational policies, programs, and practices.
>
> Organize community action and support around goals related to the implementation of Title IX and the achievement of sex equity.
>
> Monitor progress toward the implementation of Title IX through the identification of problems and the reinforcement of position achievement.
>
> Advocate specific programs and actions which can lead to Title IX implementation and the achievement of sex equity in schools.
>
> Provide expertise and assistance which may be needed by schools in their change efforts.

"Effective performance of any of these functions of the change agent is a complex task. Few of us have the opportunity or the necessary knowledge and skills to perform all of these functions. We can, however, identify those functions which we can perform, and we can work with others with complementary skills to achieve command goals. Determining what to do and how to do it is the most difficult part of any change effort.

"During this session we will be concentrating on the knowledge base which is essential to our effective functioning as change agents working to attain sex equity in schools. If we are to be maximally effective, it is important that we have a knowledge base which we use for the design and implementation of change efforts. We'll be identifying the components of a knowledge base for achieving equity in schools and building a framework for later action planning. Throughout this process we will focus on assessing our own knowledge and skills so that we may both identify goals for our own development and better determine how and where to focus our time and energies. We'll also be considering information which can help us to establish goals for our schools.

"Later in the session, we will focus on 'Building Our Skills For Change.' We will work to assess and refine several specific change skills-skills related to identifying goals for schools, to identifying community action alternatives, and to planning action programs. We will be focusing on the ways that we identify our change goals and organize and involve others in the achievement of those goals. In addition, we will be emphasizing setting goals both for schools and for community action. As we move through the session we hope that you will consider the implications of the activities and information provided in light of the three questions listed on the chart and in light of their relevance to the situation in your own community.

"Now that we have a general outline of the activities, let's review the specific objectives for the session:

> To consider the functions of community involvement in educational change and the rights and responsibilities of community change agents.
>
> To outline a knowledge base of useful information to community change agents working to ensure the implementation of Title IX and the attainment of sex equity in schools.
>
> To assess our own knowledge base and general skills related to our functioning as change agents for sex equity and to identify personal goals for increasing effectiveness.
>
> To assess our knowledge of Title IX compliance progress in our own community's schools and to establish a baseline for future monitoring efforts."

Opportunities for questions and answers should be provided before moving to the next activity.

ACTIVITY

1

INFLUENCING SCHOOLS FOR CHANGE: WHERE HAVE YOU BEEN AND WHERE ARE YOU GOING?

Activity Agenda

(A) Introductory Comments (1 minute)
(B) Individual Activity--Influencing Schools for Change: Where Have You Been and Where are You Going? (5 minutes)
(C) Small Group Discussions (14 minutes)
(D) Large Group Discussion (10 minutes)

Purposes of the activity:

The purposes of this activity are:

To provide participants an initial opportunity to assess past experiences and identify future goals and needs related to working to achieve sex equity in schools;

To provide the session facilitator with an indication of the questions which participants would like to have answered;

To provide the session facilitator with an indication of the resources represented within the group.

Materials needed:

For participant use:

Influencing Schools for Change: Where Have You Been and Where Are You Going? Participant Worksheet 1.

For facilitator use:

Newsprint, markers, and tape; or chalkboard and chalk.

Facilitator preparation required:

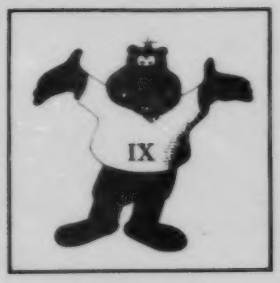
The facilitator(s) should:

Thoroughly review this total session outline and all participant materials;

Review introductory comments and adapt as necessary;

Review Participant Worksheet 1 carefully and be prepared to discuss participant comments regarding the material considered in the worksheet.

PROCEDURE



A. Introductory Comments (1 minute)

The introductory comments should outline for participants the nature of the individual activity, its purpose, and the procedure to be followed.

Suggested Comments:

"A beginning point for considering how each of us can influence schools for change is to assess our own experiences, goals, and needs as change agents working for sex equity. Such an assessment can help us to be clear about what we want to achieve in the future, and about the things that we can do to increase our effectiveness in achieving these goals.

"If you will now find our Participant Worksheet 1, entitled 'Influencing Schools for Change: Where Have You Been and Where Are You Going?' we are going to ask each of you to give some thought to the questions provided and write your answers on the sheet. It should take you about 5 minutes to complete the worksheet.

"After you've answered the questions, we're going to ask you to form a group with two other participants and compare your answers. Later, we'll discuss the responses in the total group as a means of learning more about one another's experiences and building a common frame of reference."

B. Individual Activity--Influencing Schools for Change: Where Have You Been and Where Are You Going? (5 minutes)

As participants complete the worksheets, the facilitator(s) should be present to answer any questions which may arise. The facilitator should allow about 5 minutes for individuals to complete the worksheets.

C. Small Group Discussions (14 minutes)

After participants have had a minimum of 5 minutes to complete the worksheet, the facilitator should encourage them to form groups of three to compare and to discuss their responses for approximately 14 minutes. She/he should circulate through the room to identify issues which might be raised during the large group discussion.

D. Large Group Discussion (10 minutes)

When most of the small groups have had an opportunity to discuss the information on their worksheets, the facilitator should initiate a discussion in the large group and process the comments raised during the discussion.

Processing may be facilitated by having a second facilitator or a participant make notes of the points raised on newsprint or the chalkboard. As the facilitator leads the group in a reporting of their responses, a second person should make short concise notes on the sheet of newsprint/chalkboard. The object of this note-taking is to obtain a sampling of responses provided by participants and reinforce the responses; there is no need to ensure that every individual's response is recorded.

Particular attention should be given to discussing the last two questions on the worksheet, which ask participants to identify the questions they would most like to have answered during the session and the information, knowledge, or experience they would like to share. Participants' responses to these questions provide the facilitator(s) with an indication of the points which should be clarified and the resources within the group which may be used throughout the session.

Questions which assist participants to analyze the group's responses should be asked during processing. These include questions such as:

> What similarities did you see with others in your experiences in influencing schools for change?
>
> What differences were evident in comparing your experiences in influencing schools for change?
>
> What are the primary changes which should be made in schools in your community?
>
> What is your role in assisting schools in change?

The activity should be concluded with some closing remarks which emphasize the following points:

Our effectiveness as change agents working to achieve Title IX implementation and sex equity in schools is determined, in large measure, by the following factors:

- -The degree to which we are able to specify concrete change goals for schools;
- -The degree to which we are able to identify and organize community resources (organizational, human, and financial) to support and work for these goals;
- -The degree to which we can identify strengths and weaknesses in our personal skills and knowledge related to the change effort and design our action steps appropriately.

The worksheet is only one way of evaluating where we are with respect to each of these abilities. Participants should continue this evaluation process throughout the various session activities.

Each of us has information, skills, and experiences which are valuable to other persons in the session. Because there will be opportunities for sharing of information during the session, it is useful to begin now to identify the resource persons in the group who would be helpful to you and to seek out opportunities to talk to them during the next two sessions as well as during other informal times during the workshop.

The activity should be concluded by giving some indication as to the questions raised by participants which will be considered during the session and those which probably cannot be addressed. This will give participants a chance to seek other sources of information. The list of questions which the participants have identified should remain posted and accessible throughout the session. The facilitator should refer to these questions when appropriate.

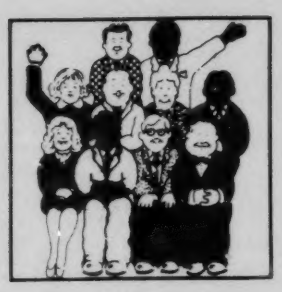
Participant Worksheet 1

page 1

INFLUENCING SCHOOLS FOR CHANGE: WHERE HAVE YOU BEEN AND WHERE ARE YOU GOING?

1. What do you see as the most significant changes which have occurred in your community's schools related to the implementation of Title IX and the achievement of sex equity?

2. What do you see as the most important changes which must occur in the future?



3. What steps have you/other concerned citizens or community groups taken in the past to bring about changes in schools related to Title IX implementation and the achievement of sex equity?

4. What steps could you/other concerned citizens or community groups take to bring about these changes in schools in the future?

5. What are your greatest strengths (knowledge, skills or resources) for working as a community change agent to increase sex equity and Title IX implementation in schools?

6. In what areas would you like to increase your personal capabilities (knowledge, skills or resources) for functioning as an effective community change agent in this area?

7. What knowledge, experiences or skills do you hope to gain from this workshop?

8. What knowledge, experiences or skills could you share with others in this workshop?

ACTIVITY

2

SCHOOLS AND THE COMMUNITY: ASSESSING YOUR KNOWLEDGE BASE FOR CHANGE

(A) Lecture--Schools and the Community: The Role of the Change Agent (10 minutes)
(B) Individual Activity--Assessing Your Knowledge Base for Change (10 minutes)
(C) Small Group Discussions (15 minutes)
(D) Large Group Discussion (10 minutes)

Purposes of the activity:

The purposes of this activity are:

To review with participants the ways in which community involvement serves schools.

To review with participants the functions and rights of the community change agent working to influence schools.

To provide participants with an initial opportunity to assess their knowledge base and to identify goals for increasing their knowledge/skills in influencing schools for change.

Materials needed:

For participant use:

Assessing Your Knowledge Base for Change - Participant Worksheet 2

Newsprint and marker for every three participants

For facilitator use:

Masking tape

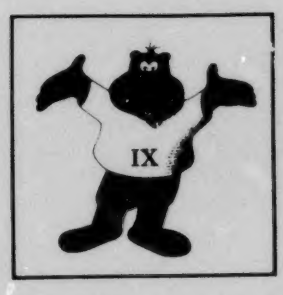
Facilitator preparation required:

The facilitator(s) should:

Thoroughly review this total sessions outline and participant materials;

Review suggested lecture and adapt it to accommodate unique group needs and facilitator style.

PROCEDURE



A. Lecture--Schools and the Community: The Role of the Community Change Agent (10 minutes)

This lecture is designed to introduce participants to two basic formulations which will underlie the sessions:

> The interdependence of change in the schools and change in the community;
>
> The knowledge base which persons working as community change agents will need to have if they are to bring about change in schools.

It also reviews the basic functions which community persons must perform while working to attain sex equity in schools.

Suggested Lecture:

"We opened this session with some general comments on the role of the community in working for sex equity in schools. You've spent some time considering your own past efforts and future goals in this area. We would now like to spend some time considering in greater detail the role of the community in changing schools, and outlining the types of knowledge that we need to function effectively in the role of a community change agent working to achieve sex equity in schools. Analyzing our role as change agents and considering the knowledge we need to perform this role are two of the first steps we can take to increase our effectiveness.

"Schools must respond to two paradoxical demands. First, schools are expected to conserve and preserve the knowledge and experience of the past, transmitting it to children as a means of preparing them for the roles they must perform as adults.

"At the same time, schools are expected to anticipate changes in the society of the future. One of the major problems facing schools today is that they've generally been more effective at preserving and transmitting the experience of the past than they have at preparing students to meet the needs of the present and the future. In transmitting the experience of the past--its values, assumptions, and attitudes--schools have often functioned to transmit the inequities and injustices of the past and to maintain discrimination and stereotyping.

"These two demands made upon schools illustrate the nature of the relationship between schools and the community or society of which they are a part. This relationship is one of reciprocity; each is both influenced by, and influential on, the other. Either institution (the school or the community) can facilitate the development and progress of the other, just as either one can retard the development of the other.

"It is important to remember that those of us working to achieve change in schools are in fact working to achieve social change. Change in schools is more likely to occur when it is supported by change in other social institutions. At the same time, change in schools is likely to contribute to change in these other institutions.

"Because changes in schools and changes in communities are interdependent, it is important that our approach to working as communtiy change agents to implement Title IX and to achieve sex equity in schools be two pronged. We must work to:

> Influence the schools to eliminate discrimination and to provide equity in their policies, programs, and practices;
>
> Influence the community to support goals of sex equity in schools and to allocate its resources to achievement of these goals.

"To accomplish both of these tasks, we must promote an ongoing dialog between our schools and our communities so that they may support one another in change efforts. Such a dialog can serve four major purposes:

> It provides a channel of communication between the community and the schools regarding the needs of the community as they relate to goals and objectives of education programs.
>
> It provides a mechanism whereby community groups can advocate changes and exert efforts to achieve these changes in the schools.
>
> It provides a mechanism whereby the schools can interpret their programs, operations, and needs to the community.

It provides a method of accountability whereby the community can evaluate the degree to which schools are achieving the desired outcomes.

"Maintenance of this dialog between schools and the community is not only our right as citizens, but also our responsibility. If schools are to be influenced by the community and to remain accountable to the community, it is essential that community groups and citizens perform several basic functions. We mentioned these in the introduction to this session; but because of their importance, we'll review them again here. Generally, these functions involve:

Articulating goals for education.
Organizing community support and resources for achievement of these goals.
Monitoring progress toward these goals.
Advocating specific actions for goal achievement.
Providing expertise and assistance which may be needed by schools in their change efforts.

"Knowing that you may have the right and responsibility to be involved in influencing schools for change is only the first step. The second step is building the information and knowledge base that you will need for determining your action goals, identifying the individuals and groups you need to involve, selecting the strategies and actions which are most likely to be effective, and organizing individuals and groups in carrying out your action plans. The third step is actually identifying your goals for schools, identifying your alternatives for community action, planning your action strategy, and implementing your plan.

"For the first part of this session we will be focusing on the second step--building the knowledge base for change. In the second part of the session we will be working on the final step--planning for action.

"If you are interested in influencing schools for change toward sex equity, you will need a knowledge base of four basic elements. These include:

Knowledge of the organization and structure of the schools in our communities and of the methods for working within that structure and organization (whom to ask for what).

Knowledge of the community--the persons/organizations concerned about equity, the influence structure, and the human and financial resources of the community (whom to involve for what purposes).

Knowledge of the present status of Title IX implementation, the specific ways that equity is denied students and employees, and the actions/programs that may be used for the elimination of inequity (what specific action steps to ask for).

Knowledge of our personal goals, motives, skills, and commitment toward working for Title IX implementation and the achievement of sex equity (what we can and are willing to do to influence schools for change).

page 3

"Before examining these elements of the knowledge base in further detail, let's take a look at some of the ways we can develop this knowledge base. Please find Worksheet 2, entitled Assessing Your Knowledge Base for Change which we will use as a means of helping you consider where you are in the development of your knowledge base for change and where you want to be to increase your change agent effectiveness."

B. Individual Activity--Assessing Your Knowledge Base for Change (10 minutes)

The facilitator should introduce the activity with comments similar to the following:

"The purpose of Worksheet 2 is to give you some concrete ways of assessing your knowledge base. It asks you to identify some of the experiences you have had which can help to develop your knowledge in the four areas we've delineated, and it asks to rate yourself on several general kinds of skills. Your answers to the questions on the first pages should help you to formulate the goals for increasing your capabilities which you are asked to identify on the last page of the worksheet.

"Please take about 10 minutes to complete this worksheet. When you have finished, we will be asking you to discuss your responses with other persons from your community or other members of the group. Please give particular attention to the last two questions. These questions urge you to begin to establish your personal goals for increasing your knowledge base or your skills for change-agent activities. After you've had a chance to complete and discuss your worksheet we'll be considering some of the issues it raises in subsequent activities."

The participants should be given about 10 minutes to respond to the questions outlined on Worksheet 2--Assessing Your Knowledge Base for Change. The session facilitator should be available during this time to clarify questions or to provide any additional information which may be needed.

C. Small Group Discussions (15 minutes)

When most participants have completed the worksheet, they should be asked to form groups of three to discuss their responses. The facilitator should suggest that if several participants are from the same community, they may find it useful to work together. Fifteen minutes should be provided for these small group discussions.

The facilitator should provide each small group with a sheet of newsprint and a marker. One person in the group should be asked to list the goals identified by group members for increasing their personal effectiveness as change agents. When the small group discussions have been completed, the sheets should be posted on the wall with masking tape for use during the large group discussion.

D. Large Group Discussion (10 minutes)

When the newsprint sheets have been posted, the facilitator should begin to process the activity. The group discussion might begin with a summary review of the goals on the newsprint. After this review, the facilitator might encourage discussion by asking questions such as:

> Are there similarities or patterns in the goals listed?

What knowledge and information was most likely to be represented in your responses to the questions?

What skills were most likely to be represented in your group?

What major strength did you identify in your group?

Did your personal goals for increasing your knowledge, experiences, and skills seem to be specific--will you know when you have accomplished them?

Were you able to identify actions that you could take to accomplish the goal(s) you selected? What are some of the actions you identified?

After the group has had an opportunity to consider the types of goals that have been identified and the answers to the questions raised during the total group discussion, the facilitator may wish to summarize this activity and prepare for the activity which follows with comments such as:

"This worksheet has provided us with an initial assessment of our knowledge base as change agents working for sex equity in schools. We will have opportunities throughout the two application sessions to refine our assessment--to further identify our strength and our needs for improvements.

"In a few minutes we will be describing each of the areas of the knowledge base in more detail, but before we do, it is important to highlight one point: The worksheet asked you to assess your knowledge by asking you to identify some of your experiences. We gain knowledge related to acting for change in schools by experience and 'on-the-job training.' Identifying those experiences which you lack can provide you with ideas as to how you might gain greater knowledge.

"It is also interesting to note that in a worksheet on knowledge you were asked to identify your skills. As we assess and extend our knowledge related to specific issues of sex equity, it is important to remember also that we may possess a number of more general skills which we may apply in our efforts to achieve sex equity in schools. We

need to make sure we have knowledge of our own general skills so that we may utilize them effectively in working for change.

"Now we would like to consider in greater detail the knowledge base needed for working as a change agent for sex equity in schools--for determining our action goals and implementing action plans. We've talked about the kinds of experiences which can contribute to this knowledge base; now we'd like to discuss the kinds of information which might be gained from these experiences and how this information might be used."

Participant
Worksheet 2

page 3

ASSESSING YOUR KNOWLEDGE BASE FOR CHANGE

The following questions are designed to help you to assess your knowledge, experience and skills in working to influence schools for change toward sex equity. Such an assessment can provide information which may help you to clarify goals for your involvement in change efforts, to identify steps which you can take to increase your effectiveness in working for sex equity in schools, and to evaluate your progress in your activities.

There are no "right" or "wrong" answers to the questions. They are provided only as a means of stimulating your thinking about your knowledge in the following areas:

Knowledge of the structure and operation of schools in your community.

Knowledge of the community -- its organizational, human and financial resources.

Knowledge of the present status of Title IX implementation, of the specific ways that equity is denied students and employees and of the actions/programs that may be used for the elimination of inequity.

Knowledge of your personal goals, motives, skills and commitment toward working to influence schools toward sex equity.

Specific questions are provided in each of these four areas. Please read through and answer the questions the first time to gain an idea of the types of things you already know, the strengths that you bring to change efforts. Then review the questions a second time to determine the types of experiences which you believe could be useful in increasing your knowledge base and subsequent effectiveness as a change agent.

Knowledge of Schools and School System	Yes	No
1. I know the names of the school board members of my community's schools.	___	___
2. I've attended a meeting(s) of the school board.	___	___
3. I know the name of the superintendent of schools in my community.	___	___
4. I know the names of various administrators in the central office and individual schools and their major areas of responsibility.	___	___
5. I know the names of officers/representatives of teacher organizations within the district.	___	___
6. I have visited a school in my community within the past two years.	___	___
7. I have served on a school-sponsored advisory committee or task force working on some area relating to the schools (e.g., a vocational education advisory council, a citizens' task force on desegregation, a citizens' task force on sex discrimination, etc.)	___	___
8. I have been actively involved in a project which calls for working with the schools in my community.	___	___
9. I have had other experiences which have provided knowledge of schools and the school system in my community (please specify):	___	___

_____

_____

BEST COPY

In Summary

I know the structure of the school system:

1	2	3	4	5
Not at all				Very Well

I know the personnel and governance of the school system:

1	2	3	4	5
Not at all				Very Well

Knowledge of My Community	Yes	No
1. I can identify the organizations in my community that have been most active in the area of human and civil rights.	—	—
2. I've been actively involved with organizations in my community in efforts to achieve equity in education.	—	—
3. I am identified as a leader in organizations that have been actively involved in efforts to achieve equity in education.	—	—
4. I have general knowledge of the educational leaders or the persons who influence schools in my community.	—	—
5. I have personal experience in working with educational leaders or the persons who influence schools in my community.	—	—
6. I have knowledge of the organizational resources in my community (finances, programs, publications, etc.).	—	—

		Yes	No
7.	I have had other experiences which have provided knowledge of my community and its organizational, leadership and financial resources (please identify):		

_____

_____

In Summary

I know the organizations/individuals who occupy leadership positions in my community:

1	2	3	4	5
Not at all				Very well

I know the organizational, human and financial resources for my community which are most relevant to educational concerns:

1	2	3	4	5
Not at all				Very well

Knowledge of and Experience with Title IX Implementation and Sex Equity Concerns

Title IX Implementation		Yes	No
1.	I have a good working knowledge of Title IX and its implications for schools.		
2.	I have reviewed the nondiscrimination policies of my community's schools.		
3.	I know the name of the Title IX coordinator for my community's schools.		
4.	I have attempted to obtain a copy of the institutional self-evaluation of my community's schools.		
5.	I have reviewed the institutional self-evaluation of my community's schools.		

		Yes	No
6.	I have attempted to obtain a copy of the Title IX grievance procedure which has been adopted by my community's schools.	___	___
7.	I have reviewed the Title IX grievance procedure being used by my community's schools.	___	___
8.	I have requested/reviewed reports of Title IX implementation activities in my community's schools.	___	___
9.	I have had other experiences which have provided knowledge of Title IX implementation in schools in my community (please specify):	___	___

_____

_____

In Summary

I have general knowledge of the Title IX regulation and its implications for schools:

1	2	3	4	5
No knowledge				Extensive knowledge

I have specific knowledge of the Title IX implementation and other steps which have been taken in my community's schools:

1	2	3	4	5
No knowledge				Extensive knowledge

Sex Equity Concerns		Yes	No
1.	I have personal knowledge (through experiences with advisory groups, community change efforts or personal experience) of sex discrimination and/or sex bias in my community's schools.	___	___

		Yes	No
2.	I have secondary knowledge (through reports of others, knowledge of studies, student accounts, etc.) of sex discrimination and sex bias in my community's schools.	___	___
3.	I have worked with a community group(s) that has been working to change schools with respect to sex equity.	___	___
4.	I have organized/trained others to work for equity in schools.	___	___
5.	I have had other experiences which have provided me knowledge of sex equity concerns (please specify):	___	___

_____

_____

In Summary

I have experience or knowledge about the general issues of equity in schools (race or sex equity):

1	2	3	4	5
No knowledge				A great deal of knowledge

I have specific knowledge of sex discrimination and sex bias and the ways it is manifested in schools:

1	2	3	4	5
No knowledge				A great deal of knowledge

Knowledge of Personal Goals and Skills

The reason(s) that I am interested in working to develop nonsexist schools in my community are:

___ I want my own children to benefit.

___ I feel strongly that all children need better preparation for dealing with changing roles of women and men.

___ I want to improve the educational services of the schools.

___ I want to work with my organization and help it achieve its objectives (e.g., NOW, AAUW, WEAL, YWCA, NCNW, NAACP, Commission on the Status of Women, professional associations, local groups, etc.).

___ I want to do something that has lasting impact.

___ Other (please specify):_____

_____

The skills which I can bring to change efforts include:

___ I can organize persons to work cooperatively on an area of common interest.

___ I can identify and involve a variety of community resources relevant to efforts to achieve sex equity.

___ I can communicate effectively in writing.

___ I can communicate effectively in large groups.

___ I can communicate effectively in small groups.

___ I can design research, analyze data, identify conclusions and develop recommendations.

___ I have established contact with media resources in my community.

___ I can provide consultation and information on federal and state nondiscrimination laws and the procedures for using these laws.

___ I can design and implement specific educational programs to increase sex equity in the schools.

___ I can organize and conduct training programs and workshops dealing with sex equity in education.

___ I can analyze budget documents and identify areas of nondiscrimination and/or bias in student programs or employment.

___ I can _____

___ I can _____

Summary

Based on my assessment, I feel that:

1. My primary strengths for working to influence schools in my community are:

2. I would like to strengthen my capabilities in the following areas:

   Knowledge:

   Experience:

   Skills:

3. I can do the following things to increase my capabilities in these areas:

ACTIVITY

3

A KNOWLEDGE BASE FOR ACHIEVING SEX EQUITY IN SCHOOLS

(A) Lecture--Building a Knowledge Base For Change (15 minutes)

(B) Questions and Answers, Large Group Discussion (5 minutes)

Purposes of the activity:

The purposes of this activity are:

To provide participants with an overview of the knowledge base that is needed for effective efforts to influence schools for change.

To provide participants with a frame of reference for identifying additional goals for increasing their knowledge base for change.

Materials needed: None

Facilitator preparation required:

The facilitator should:

Thoroughly review this total Session outline;

Review suggested lecture and adapt it to accommodate unique group needs and facilitator style.

PROCEDURE

A. Lecture--Building a Knowledge Base For Change (15 minutes)

The purpose of this lecture is to expand on the framework provided during the previous activity, Assessing Your Knowledge Base for Change. The information provided during the lecture is directed toward assisting participants to clarify the components of the knowledge base identified in the preceding activity and to provide them with a frame of reference for identifying additional goals for increasing their knowledge base.

Suggested Lecture:

"During the previous activity we identified four components of the knowledge base which are necessary for effective change efforts related to sex equity. Worksheet 2 was designed to assist you in thinking about the types of experiences and knowledge included in each area, and in identifying goals for increasing your knowledge base and the ultimate effectiveness of your efforts. Let's take a few minutes at this time to consider in a little more detail each of the components of the knowledge base which were outlined earlier: knowledge of the organization and structure of schools, knowledge of the community and its resources, knowledge of Title IX and sex equity, and knowledge of our own personal skills and capabilities. Why is each of these important?

"The first area identified is:

Knowledge of the organization and structure of the schools.

"Knowledge of the organization and structure of the schools should enable us to answer three questions:

-Who is responsible for what activities or functions within the schools?

-Where are those persons located in the organization of the school system?

-What is likely to be their primary concern or their frame of reference for considering problems of sex equity?

"When we identify specific change goals for schools or possible community action steps, we can increase the probable success of our efforts if we know how the school system is organized, the persons who have responsibility for the activities within our concerns, and the ways that we can increase the likelihood of a positive response.

"Most school districts are organized around four levels of decisionmaking and responsibility. The roles performed in each of these levels include:

School governance

"The governance or policy-making group for most districts is an elected or an appointed Board of Education. This governance body has primary responsibility for establishing school policies and for policy decisionmaking regarding the overall programs and operation of the schools.

"Because the school board is the group with ultimate policymaking responsibility, it is essential that community groups and citizens ensure that school board members know of the need for sex equity in educational policies, programs, and practices and of the community's support for efforts toward achieving such equity. Community groups and citizens should make an effort to influence board members to support sex equity programs and make sure that issues of sex equity are considered and treated in positive ways. The influence process should include informing board members of the issues, providing factual information as to the need for positive programs, and reinforcing board members who are supportive of sex equity goals. Information regarding the positions and voting records of board members on equity issues may be collected and disseminated to the community.

"It is especially important that board members hear from community groups when:

-An issue of policy development or implementation is involved;

-An issue of budget or expenditures is involved;

-An issue of major new program development is involved;

-The board is considering the appointment of key administrators and should be reminded of the need to observe principles of sexfair recruiting and hiring;

-School administrators have particularly supported or resisted implementing Title IX compliance efforts or sex equity programs.

Administrative staff

"Effective responsibility for the day-to-day operation of the schools is assigned to school administrators. These include both the persons in the central district offices who have top managerial responsibility and the principals and program directors within the various school buildings. Administrators have the responsibility for the implementation of policy, the design of educational programs, and the general supervision of service delivery and support staff.

"Research indicates that the superintendent and other key administrators in a system are major determinants of the success of change efforts. As the chief executive officer of the district, the superintendent provides a role model for other employees, thus playing a major role in reinforcing or inhibiting change efforts. Similarly, building principals can play an important leadership and role-modeling function. If administrative staff support Title IX implementation and sex equity programs, they provide a major reinforcement for other staff efforts.

"Community groups should direct actions toward school administrative staff when the objectives are related to:

-The development/modification of specific education programs;

-The design/implementation of programs of inservice training and staff development;

-The supervision of service delivery staff who have particularly supported or resisted Title IX compliance efforts or sex equity programs."

Service delivery staff

"Ultimate responsibility for the delivery of nonsexist educational services to students falls on the shoulders of the teaching and counseling staff of the school district. Community groups and citizens need to recognize the importance of these persons in the achievement of sex equity and to ensure that activities and programs are provided to teaching and counseling staff which can assist them in the acquisition of the knowledge and skills necessary for the delivery of nonsexist educational services.

"Community groups should make certain that the school system provides the necessary information and training to service delivery staff when:

- -New policies or program efforts related to sex equity are being proposed or implemented (e.g., when previously sex-segregated programs are integrated, when curriculum modifications are made).

- -There is evidence of frequent and continuing discriminatory or problem behavior by service delivery staff.

Support services

"When we think of school personnel, we may overlook the many support services personnel who are essential to the operation of a school district (e.g., custodial, food service, clerical, and transportation employees). Many of these personnel have daily interactions with students, and they carry out responsibilities which are essential to the development of nonsexist environments and programs.

Community groups should work to:

- -Ensure that all staff have understanding and skills for the maintenance of nonsexist behaviors and environments.

- -Examine, identify, and eliminate inequality in the salaries, benefits, or privileges of all employees of either sex.

"As we work to identify our change objectives for increasing sex equity, we need to begin to think through our com-

munications with the schools and the needs and the methods to be used for involving various groups working within the schools. Knowing whom to talk to for what purpose is a critical variable for successful change efforts.

"The second area which we identified as a major part of the knowledge base for influencing schools for change is:

Knowledge of the community--the persons/organizations concerned about equity, the influence structure of the human and financial resources of the community.

"Lasting change in schools is seldom obtained without the development of a community consensus regarding the desirability of the change. In our society, organizations are important vehicles for accomplishing goals which affect the community; organized community groups can act to exert pressure on schools to change and to reinforce positive school efforts toward sex equity. Multiple pressures or forces for change usually increase the likelihood of positive responses. The building of ad hoc coalitions of community organizations around particular mutual interests is an important change strategy.

"An effective change agent needs to know the persons/organizations in the community who are interested in human and civil rights and who are influential in matters relating to schools and education. These organizations may include service organizations, women's organization, parent groups, human and civil rights groups, neighborhood associations, etc. In addition, change agents need to have a working knowledge of the leadership of such groups, the types of programs or actions they are likely to support, and the particular resources of the various groups.

"Every community has a number of formal and informal power structures which are important to consider whenever change efforts are being organized. Knowing whom to talk to about what is an important skill in positive change efforts.

"The third component of the knowledge base identified on the worksheet is:

Knowledge of the present status of Title IX implementation, the specific ways that equity is denied students and employees and the actions/programs that may be used for the elimination of inequity.

"One of the sources of influence or power in any situation is information. Although it is not essential that representatives of community groups and citizens have indepth information on specific problems and possible steps for corrective actions before advocating sex equity efforts in schools, possession of such knowledge is a definite asset in change efforts. School personnel often have only fragmentary understanding of the implications of the Title IX requirements for their own programs or of the steps which can facilitate the achievement of Title IX implementation or sex equity. (Inaction or denial by school personnel may result from confusion or lack of understanding rather than active disagreement with goals advocated by community members.) One of the useful roles that persons outside the school system can perform is to supply information regarding the Title IX requirements and to provide assistance in the identification of noncompliance and the design of modifications or programs which can assist the achievement of sex equity.

"Community representatives are likely to encounter two major problems in providing such information and developing specific recommendations for actions/programs to achieve sex equity. The first is obtaining access to information which is essential to effective identification of problems and design of corrective programs/actions.

"Numerous state and federal laws regarding access to information affirm the rights of citizens/community groups to information collected or maintained under public funds.

"Title IX requires the school district to retain records of the modifications and remedial steps which have been undertaken as a result of the district's institutional self-evaluation procedure. These must be on file for a three-year period after the completion of the self-evaluation. Community groups should be aware of the existence of these records.

"Most states have some form of public records statute or right-to-know law. In most instances these laws give citizens the right to inspect, to copy by hand, or to receive photocopies of written records which the schools maintain.

"The Family Education Rights and Privacy Act of 1974 (commonly known as the Buckley Amendment) provides that under most conditions no one other than a student's parents may be shown certain identifiable student records without the written consent of the student (or, in the case of elementary-secondary school students, the student's parents). However, summary information or information which does not reveal the identity of the student is not covered by this Act.

"In most communities, school board meetings are public meetings, and any interested person may observe the meeting and make statements at appropriate times. In most cases, records of school board meetings are public documents and open to inspection by citizens.

"Although the right of citizens to information is specified in such laws and policies, community representatives may need to exert a considerable amount of effort and use a variety of methods (interpersonal, political, or legal) for obtaining such information. When possible, community members should try to maintain positive relationships with the schools without being distracted from the need to examine data regarding the provision of sex equity.

"A second major problem for many community representatives is understanding how to state specific recommendations or suggestions in ways which are consistent with the frame of reference of school personnel. Spending time with key personnel and enlisting their insight and support in designing specific recommendations and programs usually pays off. In numerous instances successful change efforts have resulted from collaboration and planning among persons working inside the school system who can provide key information, and representatives of community groups who can advocate actions based on this information.

"In a few minutes we'll be examining the specific coverage of the Title IX regulation which provides a framework for our design and implementation of change-agent efforts. Designing recommendations and actions within the framework

of the requirements of the Title IX regulation increases the likelihood that the recommendations/programs are perceived to be relevant to the interest of the district.

"The final component of the knowledge base outlined during the last activity is:

Knowledge of our personal goals, motives, skills, and commitment toward working for Title IX implementation and the achievement of sex equity in schools.

"Perhaps the most important part of the knowledge base to be considered in designing and implementing change efforts is that which is related to our own goals, motives, skills, and commitment. Few of us are likely to work for change in areas which are outside our interests or values. It is important that we have a clear idea as to our personal goals and skills for involvement in change efforts if we are to make wise determinations of the ways we want to be involved and to obtain satisfaction from such involvement. Knowing our own skills helps us to identify persons or groups who can supply skills which we may lack or skills which complement our own."

B. Questions and Answers, Large Group Discussion (5 minutes)

The facilitator should encourage any questions or ideas that participants may wish to raise. If there are no questions, the facilitator should encourage discussion by such comments and questions as:

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"Let's take a few minutes now to go back to your responses on Particant Worksheet 2--'Assessing Your Knowledge Base for Change' and see if you would answer the questions in the same way or if you have comments or questions which you want to add at this time.

-In terms of your experience, have these components of a knowledge base for achieving sex equity been useful?

-How did you obtain the knowledge base which was necessary to influence schools?

-In what ways could you increase your knowledge base and effectiveness in carrying out efforts to influence schools for change?

-What other types of knowledge would be useful to you as you design, implement, or re-evaluate your action goals/efforts?"

The following point may be used for summarizing the group discussion.

> "Developing a knowledge base or doing the necessary homework is an essential ingredient of change efforts. Although we may never be able to anticipate all of the knowledge and information that may be useful in our efforts, we can increase the likelihood of our effectiveness by spending some time collecting relevant information and preparing for change efforts."

The facilitator should prepare participants for the next activity by comments such as:

"So far in this session we have focused on evaluating our own knowledge base as change agents working for sex equity in schools and we have set general goals for increasing our effectiveness as change agents.

"In a few minutes we are going to focus in greater detail on one aspect of our knowledge base--our knowledge of Title IX implementation in our own schools and communities and the ways we may expand and utilize this knowledge. We're going to continue consideration of Title IX and turn our attention toward the monitoring of Title IX compliance in our own districts and the ways we can collect and analyze information necessary for such monitoring.

"As we go through the next activities, remember to keep asking yourself the three questions we posted on the chart.

1. What changes do I wish to see made in schools; what are my goals for the schools in my community?

2. What steps can I as a concerned citizen take to bring about these changes; what are my goals for community action?

3. What steps can I take to increase my own personal effectiveness as a change agent; what are my goals for increasing my knowledge/skills in this area?

"Monitoring is the process we can use to determine specific answers to the first question, regarding the specific changes which should be made by and in the schools in our own communities. The information gained through the monitoring process can also help us to identify the types of community action which might be used to encourage schools to accomplish the necessary changes; it can help us to answer question two on the chart. As we discuss monitoring, we should also keep in mind the third question on the chart and attempt to identify ways in which we can improve our monitoring effectiveness."

ACTIVITY

4

TITLE IX MONITORING AND ENFORCEMENT STRATEGIES

(A) Lecture--Title IX Monitoring and Enforcement Strategies (20 minutes)

(B) Questions and Answers (5 minutes)

(C) Individual Activity--Monitoring Title IX Implementation in Our Schools: Establishing a Baseline (10 minutes)

(D) Small Group Discussions (15 minutes)

(E) Large Group Discussion (10 minutes)

(F) Summary Comments (5 minutes)

Purpose of the activity:

The purposes of this activity are:

To provide participants with a context for understanding Title IX monitoring.

To increase participants' understanding of enforcement mechanisms available under Title IX.

To provide participants with an outline for evaluating Title IX compliance in their schools and for establishing a baseline for future monitoring efforts.

To provide participants with another opportunity to evaluate their Title IX knowledge base.

To provide participants with a summary of the preceding activities and a preview of activities to follow.

Materials Needed:

For participant use:

Monitoring Title IX Implementation in Our Communities' Schools: Establishing a Baseline--Participant Worksheet 3

Title IX-A summary of the Implementing Regulation (Appendix A)

For facilitator use: None

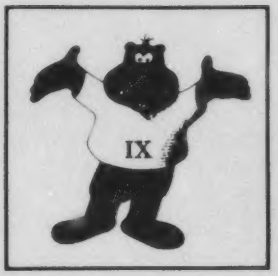
Facilitator perparation required:

The facilitator(s) should:

Thoroughly review this total session outline and all participant materials;

Review suggested lecture and adapt it to accommodate unique group needs and facilitator style.

PROCEDURE



A. Lecture--Title IX Monitoring and Enforcement Strategies (20 minutes)

The purpose of this lecture is to provide participants with a context for considering the continuing monitoring activities which may be undertaken by citizens or community groups to promote Title IX implementation and the achievement of sex equity in their schools. In addition, the lecture outlines the enforcement mechanisms available under Title IX--the internal grievance process and the federal administrative complaint process. A brief discussion of the issue of the private right to sue under Title IX is also included. (Following the lecture, participants will have an opportunity to review an outline for monitoring Title IX implementation.)

Suggested Lecture:

"If we are to function effectively as community change agents working to attain sex equity schools, we must undertake two different kinds of activities:

1. We must monitor our schools' efforts to implement Title IX and to attain equity.

2. We must organize community resources and activities which can influence schools' Title IX sex equity efforts.

"We will now turn our attention to the monitoring process. Later, we will be considering community action alternatives. We will discuss the basic activities involved in monitoring and the enforcement mechanisms which are open to us when we identify instances of noncompliance with Title IX.

"You will recall that one of the components of the knowledge base for achieving sex equity which was outlined in the earlier activities was a knowledge of the present status of Title IX implementation. During earlier activities we've discussed the importance of Title IX implementation and the role of community groups in monitoring schools' progress in the implementation of Title IX. At this point we're going to consider the specifics of our monitoring of Title IX. What is involved in monitoring Title IX? What information do we need? How can we obtain such information?

"Monitoring involves three basic activities:

Collecting data or information related to Title IX compliance.

The first steps in monitoring Title IX compliance are to: (1) determine the data or information to be collected (i.e., identify the questions which are to be answered), and (2) develop and implement methods for collecting the data desired.

The Title IX regulation provides a general outline of the types of questions which might be investigated in initial monitoring efforts. In a few moments we will be reviewing a worksheet and checklist which might be examined. The results of such early Title IX-focused efforts may often suggest more specific Title IX questions for subsequent monitoring, or they may suggest more general sex equity concerns for future attention.

The data collection methods which should be used in monitoring will depend on the nature of the information required. Where the information needed involves a matter of policy or formalized procedure, it may be possible to obtain information through a formal request to the school district. If, on the other hand, the information needed involves the implementation or impact of a policy, procedure, or practice, other methods of data collection may be required. These might be formal--hearings, investigations, task force reportings--or informal--conversations with parents, staff, and students, personal observations, etc.

Analyzing the information or data collected to determine its implications for Title IX compliance progress.

After information or data are collected, it is essential to analyze the data to determine their meaning and implications. For example, once we have obtained budget figures and activity listings for the competitive athletic program offerings for females and males, we need to examine these in light of information regarding the athletic interests and abilities of both

sexes to determine whether the program meets the interests and needs of both equally. Or, if we know that fifteen grievances regarding the discriminatory application of student behavior codes have been filed under the district's internal Title IX grievance procedure, we need to determine whether these involve a single particular issue or many different issues, whether they involve a single employee or building or employees and buildings throughout the school system, etc. The results of such analyses provide information which is critical to the third step of monitoring--identifying priorities and alternatives for school action.

Generally, as we analyze information or data collected, we should seek to identify:

- -Progress which has been made in various areas of concern;
- -Particular problems which emerge or continue;
- -Needs for consolidating, increasing, and/or rewarding progress made;
- -Needs for dealing with problems which have been identified;
- -Areas in which further collection or analysis of information is desirable.

Identifying school action priorities and alternatives.

The third and most important activity in the monitoring process is the identifcation of the actions which schools should take in response to the issues--progress or problems--delineated through data collection and analysis (steps one and two of the monitoring process). It is important to note that in this last step of the monitoring process, the focus is on identifying change or action goals for schools. Because our community action efforts should be tailored to the particular goals we establish for schools, it is useful to clarify our goals and priorities for school change before we begin to consider the community action alternatives which might be implemented to

promote achievement of these goals. (Developing intervention strategies through which the community can work to influence schools to undertake these actions will be considered as a separate process later in the workshop.)

If action goals for schools are to have meaning to the school personnel who must ultimately accomplish their achievement, it is important that goals be stated as specifically as possible and with reference to existing school policies, programs, or practices. This specificity is made possible by effective data collection and analysis.

Schools are most likely to be able to implement the desired change if you are able to:

- -Identify the specific policies, programs, or practices which require modification.
- -Delineate the particular changes which should be made to correct or remedy the problems identified.
- -Suggest reasonable timelines for the completion of progressive change steps.

"The difficulty of obtaining the kinds of specific and relevant information we've just described is a continuing problem for most community members or groups engaged in monitoring efforts. Knowing the specific information to request and the sources through or in which it might be found maximizes the likelihood of obtaining necessary and relevant data. For this reason it is essential that you understand the requirements of the Title IX regulation as they apply to local schools and school districts and the routine data collection and reporting activities of the school district. Once you have identified the information you seek, you may be able to locate at least portions of it in such standard documents as reports to the board of education, reports submitted to state and federal agencies, policy handbooks, student handbooks, curriculum guidelines, employment application forms, budgets, organizational charts, etc.

"This Title IX monitoring sequence is complete when you have identified discrepancies between Title IX regulatory requirements and the policies, programs, or practices of your school or school district, and translated these discrepancies into the particular change or action steps which should be taken by schools to achieve Title IX compliance and to ensure nondiscrimination.

"After you have identified your change goals for schools, you must move to the second activity we described earlier--the organization of community resources and action efforts which can influence schools toward equity.

"In subsequent activities, we will be discussing a variety of action efforts which might be undertaken by citizens and community groups for this purpose. Before we do, however, we should make sure that we are familiar with the two enforcement mechanisms provided under Title IX. Utilization of either or both of these mechanisms--the local Title IX grievance procedure and the federal administrative complaint procedure--is the most direct action which can be taken to influence schools to work toward equity. Both mechanisms may be utilized by individuals without organizational resources. Let's review both of these enforcement mechanisms and the ways in which each might be used, both by individuals and community groups.

The local Title IX grievance procedure

One of the procedural requirements of the Title IX regulation is that education agencies adapt and publish grievance procedures which can provide prompt and equitable resolutions of student and employee complaints alleging any violation of the Title IX regulation. This grievance procedure should have been established by July 22, 1976.

When we are working to find solutions to problems identified by community monitoring efforts, we should consider the possible use of the local grievance procedure.

The only standard specified in the Title IX regulation is that the procedure must provide for the prompt and equitable resolution of complaints of violations of Title IX. Given the absence of federal standards for

the procedure, local procedures vary widely; it is important that community groups monitor and utilize the grievance procedure in four ways.

1. Examine the grievance procedure that has been developed by your school district and evaluate the adequacy of its provisions. If you find that your school district's grievance procedure could be strengthened and improved, develop recommendations for necessary changes and work with school administrators and the school board to improve the grievance procedure.

2. Monitor the actual implementation of the grievance procedure. Development of an adequate grievance procedure is only a first step. If the grievance procedure is to be effective, its implementation must also be adequate. Community groups should find out if students and employees know about the procedure and how to use it, whether it is being utilized, the types of grievances which have been filed, and the disposition of grievances filed. This information may be obtained by interviewing students and employees, or by inquiries to school administrators or the Title IX coordinator.

3. Utilize the grievance procedure for dealing with possible noncompliance identified through monitoring efforts. The Title IX regulation requires that the grievance procedure be made available to students (and parents of students who are filing on behalf of their elementary or secondary school children) and employees. There is no requirement that the grievance procedure be made available to community groups or to citizens filing on behalf of students or employees. The extension of the use of the Title IX grievance to such groups is the option of the school district.

   If this option is provided in the local grievance procedure, community members or groups may use this procedure for solving problems which may be identified through monitoring activities. If the option is not provided, community groups may

wish to influence the school board or the district administration to extend the use of the grievance procedure to include community groups or citizens acting on behalf of students or employees. In some communities, community organizations not eligible to utilize the grievance procedure themselves have developed services to assist grievants or potential grievants in the filing and pursuit of their grievance.

4. Local grievance procedures should be used in enforcement and problem-solving efforts by eligible citizens or community groups when:

   -There is reason to believe that the school district is unaware of the violation of the Title IX regulation.

   -There is a belief or indication that the grievance procedure is being administered in the context of a sincere effort of problem solving within the school district.

   -It is important to document possible Title IX violations and efforts to correct such violations, prior to filing a complaint with the Office for Civil Rights, the Department of Education, or to publicizing the ineffective implementation of the procedure.

"The primary advantage of the grievance procedure to its users is its ready accessibility. It provides an opportunity for problem resolution at the level where the resolution must be implemented (the local education agency); it may provide for relatively rapid and inexpensive resolution of the problem; and it provides the local education agency with an opportunity to identify and deal with Title IX-related problems without outside intervention.

"The weakness of the grievance procedure is that its effectiveness is dependent upon the commitment and good faith efforts of the local agency to implement the procedure in an open climate of problem identification and solution. If the procedure is implemented in a manner which suggests resistance on the part of the agency to examine, correct,

or redress possible noncompliance with Title IX requirements, it will not function as an effective method of enforcement to the grievant or as a method of problem solving for the agency.

The federal administrative complaint procedure

A second enforcement mechanism which is provided under Title IX is the filing of a complaint with the national or regional Office for Civil Rights. This action may be taken after the unsatisfactory use of an internal grievance procedure, simultaneously with the filing of a grievance, or without use of the grievance procedure.

Complaints may be filed by individual students and employees and/or organizations authorized to act on behalf of a student(s) or employee(s). Complaints may be filed with the national or regional Office for Civil Rights (OCR) within 180 days of the alleged violation.

A complaint should include the following information:

-Name and address of the person(s) or group filing the complaint;

-Who (what person or group) has suffered discrimination;

-The names and addresses of the persons who have suffered discrimination if they number three or fewer persons;

-Name and address of the school district or institution charged with discrimination;

-When the discrimination occurred;

-A description of the discriminatory act(s).

The Office for Civil Rights investigates complaints after they have been received. The local district is notified shortly after OCR receives a complaint. A letter of findings of the investigation is sent to

the district and the complainant after the investigation has been completed. Although OCR has made an attempt to complete investigation of complaints within 105 days of receipt of the complaint, they are currently operating with a considerable backlog of uninvestigated complaints and are in the process of developing procedures for expediting their investigations and reducing their complaint backlog.

If OCR makes a finding of discrimination, procedures which must be undertaken by the district for correction of the discrimination are specified. If attempts to resolve the matter fail, OCR may institute administrative procedures which can result in suspension or termination of Federal assistance and denial of further awards; or they may refer the case to the Department of Justice with a recommendation for court action to achieve compliance without withdrawing Federal assistance.

The identity of the person(s) filing the complaint is kept confidential if possible. It is sometimes impossible to investigate a complaint without the identity of the complaintant becoming known. Agencies are prohibited from discharging or discriminating against any employee or student because she/he has made a complaint or assisted with an investigation.

Filing of a complaint is suggested when:

- -The complainants prefer not to use the local grievance procedure;
- -Evidence suggests that the grievance procedure is not being effectively implemented;
- -Evidence suggests that a grievance will not be resolved within the 180-day limit for the filing of complaints;
- -A grievance has been resolved in a fashion considered to be inequitable by the complainant.

The primary strength of the complaint process is that it provides a method for involving OCR as an outside

third party in consideration of the alleged discrimination. Because of the strength of the sanctions possible under the complaint procedure (suspension on termination of Federal funds), many education agencies find it desirable to negotiate voluntary compliance efforts if discrimination is found.

Its weakness is the amount of time frequently required to obtain a resolution of the complaint, the adversary attitudes which may be created during the process, and the threat of possible retaliation perceived by many potential complaints.

You will notice one method of enforcement which is often discussed but which has not been mentioned here --that of filing a private court action to enforce Title IX rights. The right of an individual to file a private suit for this purpose has been the subject of the recent court case Cannon v. University of Chicago (12 EPD 11175 (7th Cir. 1976)). The most recent findings in the case is that no such right is in fact extended to the individual solely by Title IX. (The individual may, however, be able to join a Title IX cause of action with an otherwise valid Constitutional claim.) It was the opinion of the court that the Federal administrative complaint procedure provides the individual adequate recourse in circumstances of possible discrimination. It is anticipated, however, that further action will be brought in the case. Individuals or groups wishing further information on this subject should obtain legal counsel, as the exact implications of this case are not clear at this time.

"Utilizing one or both of these two enforcement mechanisms --the internal Title IX grievance procedure and the Federal administrative complaint process--some of the most direct actions can be taken by a citizen or a community group to correct instances of noncompliance with Title IX which are identified through monitoring efforts. There are many other strategies which may be used. We will be discussing these in activities to follow.

"In preparation for this, we are going to spend some time on a worksheet designed to help you to think about your own monitoring activities."

B. Questions and Answers (5 minutes)

The facilitator should provide the opportunity for participants to ask any questions they may have or to add additional relevant information before moving into the individual activity.

C. Individual Activity--Monitoring Title IX Compliance in Our Schools: Establishing a Baseline (10 minutes)

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Participant Worksheet 3 to be used in this activity, provides participants with an opportunity to:

-Assess their knowledge of Title IX implementation in their schools.

-Review the areas covered by the Title IX regulation.

-Identify needs to improve their knowledge base relevant to Title IX monitoring efforts in their communities' schools.

It is important that participants understand that it is unlikely that they will be able to answer all the questions on the worksheet. Rather, the worksheet should be used as a guide for determining those areas around which monitoring and problem-solving activities should be organized. The facilitator should note that the worksheet also asks participants to identify sources or methods for obtaining the information which they may need. A list of possible sources is provided for participant use, but the facilitator may wish to provide additional guidance to participants during the total group discussion. The facilitator should also note that the time allocated for individual completion of the worksheet is short. This reflects the anticipation that most participants will find the questions difficult to answer individually, and will find the group discussion time more useful.

The activity may be introduced by comments such as the following:

"Worksheet 3, entitled 'Monitoring Title IX Compliance in Our Communities' Schools: Establishing a Baseline,' provides you a format for reviewing the Title IX compliance activities of your schools and for identifying those areas

where you may wish to focus your monitoring efforts. It also gives you another chance to assess the third component of the knowledge base identified earlier--your knowledge of Title IX implementation in your school district.

"Please read through the questions as a means of reviewing the scope of Title IX regulation requirements. You will note that the worksheet asks two kinds of questions: one with regard to your schools' compliance progress, the other with regard to sources and methods of obtaining information as to this progress. In those instances where you have knowledge of whether or not the schools in your community have or have not implemented the item specified, please answer yes or no in the appropriate blank. If you do not know whether or not the schools in your community have taken action with respect to the item, then try to identify some ways you may obtain the necessary information. You will note that a sheet of suggested sources of information is also included for your use.

"The worksheet is designed to be relatively comprehensive; it is not anticipated that you will know the answers to each of the questions included in the worksheet. The worksheet provides you with an opportunity to:

- -Assess your knowledge of Title IX implementation in your community schools.
- -Review the major areas covered by the Title IX regulation.
- -Identify those areas where you may wish to focus your monitoring and action efforts.
- -Identify areas in which you may want to improve your monitoring capabilities--your sources and methods for obtaining information related to Title IX compliance.

"Please use the worksheet in the following way:

- -Read the questions provided and answer them with a 'yes' or 'no' if you have the necessary information.
- -If you do not know the answer to an item now, try to identify the methods/sources of information which could help you to find answers to the questions. Try

to identify both the obvious sources of information (school documents, policy statements, reports) as well as more informal sources (your discussions with parents, students and staff; contacts with board members or administrators).

-Identify those areas which you feel need monitoring and community action.

"Spend about 10 minutes reading through the questions and completing the worksheet. Later, we're going to ask you to join other people and compare your ideas. If you are not clear as to the meaning of the questions or the importance of the questions, feel free to ask for clarification.

"This may seem to be a short time in which to complete what looks like a long worksheet, but you'll probably find that it goes faster than it may look. Don't spend too long a time on any single question; try to get a general baseline as to how much you know about Title IX compliance in your schools, where you would like to focus in your monitoring efforts, and where you are with respect to your knowledge of information sources."

The facilitator(s) should move around the room to answer questions, clarify the task, or assist in any way possible.

D. Small Group Discussions (15 minutes)

When participants have read through the worksheet and responded to as many questions as possible, they should be asked to form small groups. Directions which might be given for this purpose include:

"Most of you have had an opportunity to read through the questions and answer those questions where you had the necessary information. We're now going to ask you to form groups of four to discuss your answers, particularly the possible sources and methods of obtaining information which you have identified. Be sure to spend some time comparing ideas as to ways of improving your monitoring effectiveness.

"If several of you are from the same community, you may wish to work together in comparing information regarding compliance in your community's schools. You will have about 15 minutes for the small group discussions."

E. Large Group Discussion (10 minutes)

During the processing of this information, the facilitator should re-emphasize the point that the questions asked on the worksheet are designed to specify areas for the collection and analysis of data. It was not anticipated that community group members would be able to answer all of the questions. They may be able to answer only a few of the questions. In this event the worksheet should be used as a tool for identifying those areas where information should be collected during future monitoring.

During the group discussion of the activity, the facilitator should guide the discussion with questions such as:

> Which requirements are most likely to have been implemented?
>
> What steps can be taken at this point to encourage a more comprehensive effort in the implementation of compliance procedures, e.g., updating the institutional self-evaluation or revising grievance procedures?
>
> What do you feel are the most important sources and methods for obtaining information related to Title IX compliance progress?
>
> In what ways can you use the information collected and analyzed through the use of this worksheet?

In summarizing the discussion, the facilitator should make sure the following points are made:

> The procedural requirements for notification of policy, designation of responsible employee, establishment and publication of a grievance procedure, and provision of assurance statements are continuing. Schools have ongoing responsibilities in these areas.

Although there is no requirement for periodic institutional self-evaluation efforts, some form of continuing evaluation/monitoring effort by the school district is essential to maintaining Title IX compliance.

The questions on the worksheet suggest a structure for community monitoring and dialog with school officials regarding Title IX compliance.

F. Summary Comments (5 minutes)

The facilitator should move from the activity into a summary of the session activities to this point, and a preview of the activities to follow. Comments which might be used include:

"The focus of the preceeding activities has been on 'building a knowledge base for change.' During the session we've considered the relationship between schools and community, the knowledge base that can assist efforts to influence schools toward sex equity, and the needs and procedures for Title IX monitoring and enforcement. As you think back on these activities and your present knowledge base for change, consider the following questions: (The facilitator should deal with audience responses to each question.)

What do you consider the most important components of a knowledge base for change?

What are your present observations regarding Title IX implementation in your community's schools?

What are your personal goals for extending your knowledge base?

What questions/concerns do you have at this time?

"During the next part of the session we'll move on to more action-oriented activities as we test and extend our skills for change. We will be considering the ways that we as community members can act to influence our schools toward Title IX compliance and sex equity efforts. We will be examining ways that we can strengthen our communications with schools and identifying specific action strategies for

community intervention. In addition, we'll outline the ways that you can develop plans for change. Strengthening your skills in these areas can help you to increase your effectiveness as a change agent."

Participant Worksheet 3

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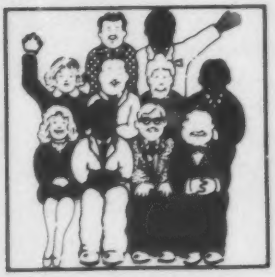
MONITORING TITLE IX IMPLEMENTATION IN OUR COMMUNITIES' SCHOOLS: ESTABLISHING A BASELINE



This worksheet outlines an initial structure for monitoring a local school district's implementation of the requirements of the regulation to implement Title IX. It is organized around the five required compliance procedures specified in the regulation. Assessment of a district's implementation of these procedures can provide valuable baseline data for the design of continuing monitoring efforts.

These five compliance procedures include:

Notification of policy -- School districts are required to take specific and continuing steps to notify applicants for admission, students, parents, employees and all labor organizations holding agreements with the agency, of their compliance with Title IX.

Designation of responsible employee -- School districts are required to designate at least one employee to coordinate compliance efforts and investigate any complaints of discrimination. Students (and parents of elementary-secondary students) and employees must be notified of the name, office address and phone number of this employee.

Development of a grievance procedure -- School districts are required to adopt and publish grievance procedures providing for the resolution of student and employee complaints of violations of Title IX.

Completion of institutional self-evaluation -- By July 21, 1976, school districts were required to complete an institutional self-evaluation which called for the following activities:

- evaluating their policies, programs and practices for areas of noncompliance with the Title IX regulation.

- taking corrective steps to eliminate any discriminatory policies, programs, or practices.

- taking steps to remedy the effect of any forms of identified discrimination or noncompliance with the Title IX regulation.

Submission of a Title IX compliance assurance form to the Office for Civil Rights -- School districts must submit assurances of Title IX compliance to the Office for Civil Rights as a condition to Federal funding. Form 639 was developed for this purpose; all districts should have this form on file with OCR at this time. The form should also be on file at the Colorado Department of Education, Sex Equity Project.

Effective implementation of these procedures is particularly important because these procedures establish a structure for all subsequent Title IX implementation efforts. The institutional self-evaluation should provide a data base from which schools can plan necessary change efforts and assess their progress. The notification of policy and the maintenance of the Title IX grievance procedure provide mechanisms for involving all students and employees in the identification and resolution of Title IX implementation problems as they arise. Designation of a Title IX coordinator should ensure that at least one employee is responsible for the systematic monitoring of implementation on a continuing basis.

Substantive areas for monitoring are suggested by the areas delineated in the section of this checklist entitled "The Self-Evaluation--the Content." These reflect major school program areas in which continuing monitoring is likely to be required.

It is recognized that it is unlikely that you will know answers to all of the questions; they are intended to help you to determine the further information you need for identifying action priorities for your schools. When you do not know the answer to a question, try to identify possible sources of information (such as school records, publications, school staff members, etc.) or methods of obtaining information which you might utilize in seeking the answer to the question. By using the worksheet in this way, you can identify not only the specific Title

IX-related information which you will need to assess compliance, but also the information on sources and methods for data collection which you will need to increase your monitoring effectiveness.

The questions on the checklist may also be used outside the workshop to assist you in collecting and analyzing data regarding Title IX implementation in your community's schools.

Some of the questions reflect actual compliance requirements specified in the Title IX regulation; others reflect steps which are not explicitly required by the regulation but which are basic to effective implementation of the required compliance procedures. If you are using this worksheet as a basis for communication with schools, you should be aware of this distinction. The minimal compliance requirements are those which are specified in the Title IX regulation itself; if you are in doubt as to the origin of any question, you should refer back to the summary of the regulation provided in Appendix A of your Participant Workbook.

Notification of Policy	YES	NO	Source for/Method of Obtaining Information
1. Do all parents, students, and employees annually receive a notification of the district's policy of Title IX compliance and nondiscrimination on the basis of sex?	___	___	_____
2. Have labor organizations and district subcontractors received a notification of agency nondiscrimination policy?	___	___	_____
3. Does the nondiscrimination policy of the agency appear in official publications and documents?	___	___	_____

	YES	NO	Source for/Method of Obtaining Information
Designation of Responsible Employee			
1. Have all students and employees been provided with the name, office address and phone number of the Title IX coordinator?	___	___	_____
2. Have the job responsibilities of the Title IX coordinator been clearly specified and communicated to all staff, students and parents?	___	___	_____
Development of a Grievance Procedure			
1. Has your district adopted and published a grievance procedure?	___	___	_____
2. Does you school's grievance procedure contain sections or portions which specify the procedures to be observed in the following areas:			
- the initiation and filing of grievances?	___	___	_____
- the processing of grievances?	___	___	_____
- basic guidelines and/or procedural rights?	___	___	_____
3. Is the existence of a grievance procedure generally known to employees, students and parents?	___	___	_____

	YES	NO	Source for/Method of Obtaining Information
Completion of Institutional Self-Evaluation			
1. To the best of your knowledge, has your district completed a self-evaluation to identify and correct any sources of possible noncompliance with the requirements of the Title IX regulation?	___	___	_____
2. Who was involved in the institutional self-evaluation?			
- Members of governance	___	___	_____
- Administrators	___	___	_____
- Instructional staff	___	___	_____
- Counseling staff	___	___	_____
- Students	___	___	_____
- Community representatives	___	___	_____
- Others	___	___	_____
_____			
The Self-Evaluation--The Content**			
1. Does the institutional self-evaluation specifically cover:			
Student access to courses:	___	___	_____
- Course admission requirements?	___	___	_____
- Graduation requirements?	___	___	_____
- Disproportionate course enrollments?	___	___	_____

**Note: The first step for obtaining this information would be to obtain a copy of your district's institutional self-evaluation. On these items you may wish to consider ways of obtaining information which would make it possible for you personally to assess sex equity in each of these areas.

	YES	NO	Source for/Method of Obtaining Information
Vocational education:	___	___	_____
- Programs?	___	___	_____
- Materials?	___	___	_____
- Tests and instruments?	___	___	_____
Student treatment:	___	___	_____
- Behavior and dress codes?	___	___	_____
- Extracurricular activities?	___	___	_____
- Employment assistance?	___	___	_____
- Health services/insurance benefits?	___	___	_____
- Honors and awards?	___	___	_____
Policies, programs and practices related to student marital or parental status?	___	___	_____
Athletics and competitive sports:	___	___	_____
- Student activities and programs?	___	___	_____
- Personnel practices?	___	___	_____
Financial assistance to students?	___	___	_____
Employment policies and practices related to:			
- Recruitment/selection?	___	___	_____
- Promotion, tenure, layoff, application of nepotism policies?	___	___	_____
- Rates of pay; extra duty compensation?	___	___	_____
- Job assignments and classification?	___	___	_____
- Fringe benefits?	___	___	_____

	YES	NO	Source for/Method of Obtaining Information
- Leaves of absence, including child-bearing leave?	___	___	_____
- Terms of collective bargaining agreements?	___	___	_____
2. Does your school's self-evaluation clearly specify the documents, publications, etc. which were examined during the review process and indicate the criteria used in examining each?	___	___	_____
3. Does your school's institutional self-evaluation include objective data to support its conclusions, e.g.:			
- List of course enrollments by sex?	___	___	_____
- Description of athletic programs by sex?	___	___	_____
- Analysis of disciplinary action by sex over a specified period of time?	___	___	_____
- Listing of texts and counseling instruments used, with information on male/female norms, scales, etc.?	___	___	_____
- Other (please list)	___	___	_____
_____	___	___	_____
_____	___	___	_____
_____	___	___	_____

	YES	NO	Source for/Method of Obtaining Information
4. Does your school's institutional self-evaluation specify actions taken/to be taken whenever noncompliance is identified:			
- Corrective steps?	___	___	_____
- Remedial steps?	___	___	_____
5. Are these steps generally:			
- Appropriate?	___	___	_____
- Sufficient?	___	___	_____

The Self-Evaluation -- The Process

1. Are the procedures and criteria used in the self-evaluation clearly specified?	___	___	_____
2. Are the persons from whom information was requested clearly specified?	___	___	_____
Did they include:			
- Persons with diverse responsibilities and levels of responsibility in each of the areas evaluated:	___	___	_____
- Administrators?	___	___	_____
- Instructional/ counseling staff?	___	___	_____
- Support staff?	___	___	_____

	YES	NO	Source for/Method of Obtaining Information
- Persons representing the various schools in the district?	___	___	_____
- Students?	___	___	_____
- Community members?	___	___	_____
3. Were all concerned persons in the district notified of the institutional self-evaluation and invited to submit any information they considered relevant?	___	___	_____
The Self-Evaluation -- Follow-Up			
1. When corrective or remedial steps were required, were timelines and staff responsibilities for their implementation clearly specified?	___	___	_____
2. Were staff responsibilities for monitoring the implementation of these steps clearly specified?	___	___	_____
3. Have all specified steps been implemented according to appropriate timelines?	___	___	_____
4. Are periodic updates of the institutional self-evaluation planned or conducted?	___	___	_____

	YES	NO	Source for/Method of Obtaining Information
5. Is your school's institutional self-evaluation or a record of modifications and remedial steps available for review and comment by interested persons?	___	___	_____

Your School's Institutional Self-Evaluation -- Making Improvements

1. Based on your answers so far, do you see any ways of improving your institutional self-evaluation to increase its usefulness in the district?	___	___	_____
- Improvements in content?	___	___	_____
- Improvements in process?	___	___	_____
- Improvements in follow-up?	___	___	_____
2. Is there any further information which would be helpful to you in improving your school's institutional self-evaluation?	___	___	_____

Submission of Assurance Forms

1. To your knowledge, has your school submitted the assurance form required from the Office for Civil Rights certifying Title IX compliance?	___	___	_____

Summary and Implications -- Your School's Title IX Implementation

1. After answering the above questions, what strengths can you identify in your schools' implementation of Title IX?

2. What weaknesses do you identify in your schools' implementation of Title IX?

3. What compliance actions need to be taken by your schools? Which of these do you see as highest priority?

Summary and Implications -- Your Monitoring Effectiveness

1. After answering the above questions, do you see any ways of improving your collection of information?

   Improvements in sources of information:

   Improvements in methods of obtaining information?

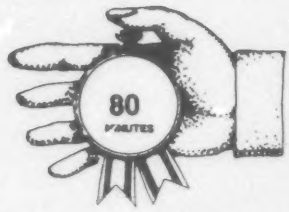
2. Do you see any need for improving your ability to analyze the imformation you've collected?

3. What need do you see for continuing monitoring activities?

ACTIVITY

5

INFLUENCING SCHOOLS FOR CHANGE



(A) Introductory Comments (5 minutes)
(B) Individual Activity--Analysis of Role Play Situations (10 minutes)
(C) Small Group Discussions (15 minutes)
(D) Role Plays and Small Group Discussions (40 minutes)
(E) Large Group Discussion (10 minutes)

Purposes of the activity:

The purposes of this activity are:

To provide participants with an opportunity to assess and extend their skills in identifying:

-The implications of Title IX requirements for day-to-day school situations;

-Change steps which could be implemented by schools to attain sex equity;

-Interventions which might be made by community groups to encourage school action for equity.

To provide participants with guidelines for their communications with schools related to Title IX and the achievement of sex equity.

To provide participants with an opportunity to assess and to extend their communications skills which are relevant to influencing schools to change.

Materials needed:

For participant use:

Influencing Schools for Change: Role Play Situations, Information Sheet 4

Analysis of Role Play Situations--Participant Worksheets 5-8

Role Play Situations Analyses--Appendix B

For facilitator use:

A chart (on newsprint, chalkboard or transparency) describing the following information

Guidelines for Observing Role Plays

1. Was there an acknowledgement of the feelings or frame of reference of the other person?

2. Was the concern/problem stated directly and in a nonaccusatory manner?

3. Were points of agreement and disagreement regarding the nature and dimension of the problem clarified before alternative actions were discussed?

4. Was there a "yesable" request made by either person?

5. Was there an effort to establish a follow-up action before ending the meeting?

Facilitator preparation required:

The facilitator should:

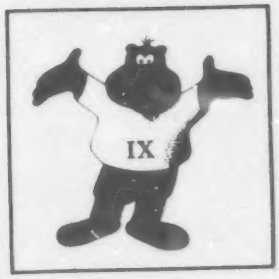
Thoroughly review this total session outline and all participant materials.

Carefully read all role play materials and the accompanying sample analyses.

Review suggested introductory comments and adapt them to accommodate unique group needs and facilitator style.

Prepare chart as described in "Materials Needed" Section.

PROCEDURE



A. Introductory Comments (5 minutes)

Suggested Comments:

"The activities for the second part of the session are designed to provide opportunities for testing and practicing skills which are relevant to our efforts to influence schools to change. You will recall that one of the previous activities was to identify your components of a knowledge base for change. These components included: knowledge of the structure of the schools, knowledge of our community and its resources, knowledge of Title IX implementation and the manifestations of sexism in schools, and knowledge of our own motives and skills for working for change. This formulation emphasized the content or information which is important to our work as change agents. We also discussed the monitoring process and the ways in which we might increase our knowledge of Title IX implementation in our schools.

"We would now like to turn to the way in which we utilize this knowledge base and the fruits of our monitoring--the way in which we plan, organize, and implement community interventions which can influence schools to achieve goals related to Title IX compliance and sex equity.

"At this point we are going to be giving attention to the process of change and the skills which are needed for this process. Numerous skills (such as communications skills, strategy development skills, planning skills, organizing skills, and many others) may be needed for implementation of your community effort. We will be devoting primary attention to two sets of skills--communication skills and action planning skills. Other skills may be needed and used--but we hope that you will focus on communications and action planning as you are involved in the activities.

"As we move through the various activities remaining in the session, remember to consider each in terms of the three questions we asked previously:

> What does the activity suggest about the change goals I hold for the schools in my community?

What does the activity suggest about the action goals I hold for my community?

What does the activity suggest about my goals for my own personal growth?

B. Individual Activity--Analysis of Role Play Situations (10 minutes)

This activity uses written role play situations describing school-community interactions related to Title IX and sex equity issues in order to give participants an opportunity to assess and extend their skills in:

-Applying Title IX requirements to day-to-day school situations.

-Identifying change goals for schools.

-Identifying action alternatives for community members/ groups seeking to influence schools.

(The same written situations will be used later to provide participants with an opportunity to consider their skills in communicating with school personnel through role playing the situations.)

The facilitator may introduce the activity with the following comments:

"We have mentioned that the significance of the knowledge base that we were discussing was that it should assist us in identifying change goals for schools related to Title IX implementation and the achievement of sex equity, and developing and implementing effective community action efforts to influence schools in this change process. In the next few minutes, we would like to work on these two areas in detail. We will be examining several examples of day-to-day school/community interactions situations related to Title IX and sex equity.

"We would like you to now read through the four school/ community situations described on Worksheet 4, entitled 'Influencing Schools for Change: Role Play Situations.' These situations are the types of situations you might encounter in your monitoring efforts. We would like you

to spend the next 10 minutes working on these worksheets, using your knowledge base to see whether or not you can determine:

The implications of Title IX for the situation described.

Change-goals for schools-specific steps which schools should take to ensure implementation of Title IX and/or the achievement of sex equity.

Action alternatives for community members--steps which community members/groups could take to influence schools to accomplish the specified change goals.

pages 25-31

"You will have about 10 minutes to work individually. Please read the situations described on Worksheet 4; then use the first page of Worksheets 5-8 to identify the Title IX implications, school change-goals and community action alternatives relevant to each. Do not go on to the second page of Worksheets 5-8; we will be working on that in small groups a bit later.

"Please work through as many of the situations as you can in the next 10 minutes, but do not worry if you don't finish all four. There will be additional time to discuss them in small groups after you've looked at them individually."

The facilitator should allow about 10 minutes for the participants to complete Worksheets 5-8. S/he should be available to clarify any questions which may be raised.

C. Small Group Discussions (15 minutes)

After participants have spent approximately 10 minutes in individual work, the facilitator should ask them to form small groups of four persons each and to discuss their answers. During this time, the facilitator should observe small group discussions to ascertain whether participants are able to identify appropriate responses to the situations described. If participants seem unable to identify appropriate responses, the facilitator may wish to spend a few moments discussing responses with the total group. S/he may wish to call participants' attention to Appendix B, Role Play Situation Analyses, at this time. (In this

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case, the facilitator should modify the role play activity --activity D--to reflect the reduced time for activity.) If participants are able to generate appropriate responses to the questions, the facilitator should move to the role play activity, reserving discussion of specific responses to the situations until the large group discussion which follows the role play (activity E).

In any case, the facilitator should check briefly with the group as to whether they felt comfortable in their answers to the worksheets before moving to the next activity.

D. Role Plays and Small Group Discussions (40 minutes)

The purpose of the role plays/small group discussions, which utilize the same worksheets used in activities B and C above, is to provide participants with the opportunity to extend their skills in communicating their knowledge and goals to school personnel. Such communications skills are crucial to effective community interaction with schools. Specific criteria which participants should follow in performing and observing the role plays are provided in chart form, in the suggested directions and comments, and on the second page of Worksheets 5-8. Before beginning the directions, the facilitator should display the chart on Guidelines for Observing Role Plays.

Suggested directions and comments:

"Now that you've had an opportunity to apply your knowledge to specific school/community interaction situations (to identify Title IX implications, specific school change-goals, and community action alternatives), let's consider our skills for utilizing that knowledge in interactions with school personnel--our communications skills. If we are to be effective as change agents, we must ensure that we have the interpersonal skills necessary for communicating with others, in this case, with school personnel.

"We'd like you now to form groups of from eight to twelve persons and to role play the four situations you've just read. During this time we'll be looking at ways we can increase the effectiveness of our communications with the schools. Two persons will be role playing each situation, and others in the group will be serving as observers. As

you either play the role or observe, we are asking you to perform/observe the communications between the two persons using the following guidelines. You will find these guidelines listed on the second page of Worksheets 5-8, and you see them listed on the chart which is posted (refer to chart).

"Guidelines which should be used for performing/ observing the communications in the role plays are:

1. Was there an acknowledgement of the feelings or frame of reference of the other person?

"One of the first things that we need to do in our communications is to acknowledge the frame of reference or feelings of other persons. This can be done in any number of ways. A simple way to acknowledge the perspective of a school official you may be visiting is to begin by thanking her/him for making time available to see you. (Remember that although it is the responsibility of schools to provide community members access to school officials, in the official's frame of reference a meeting may add an additional responsibility to an already full schedule. Acknowledging such a frame of reference may increase an official's receptiveness to your frame of reference.)

"When it is appropriate, it is useful to indicate your awareness of the other person's feelings or perspectives at several times during a meeting or other lengthy interaction. Such an acknowledgement need not keep you from stating your own perceptions or frame of reference.

2. Was the concern/problem stated directly and in a nonaccusatory manner?

"When we anticipate a negative or uninterested reaction to a concern we are raising, we may not state the concern/problem directly, or we may state the concern/problem in an accusatory fashion. We are likely to be more effective if the concern/problem is stated directly with an objective statement of the source of the data. Care should be taken to avoid making accusations or to assume a response before there is an opportunity to listen to the reactions of others and to learn more about the concern/problem. Although we should be prepared with strategies for dealing with a variety of responses, predicting a negative response may lead us to behave in ways which elicit that response.

3. Were points of agreement and disagreement regarding the nature and dimension of the problem clarified before alternative actions were discussed?

"In individual and group discussion we frequently move to a discussion of action alternatives or to a decision-making point before agreement has been achieved regarding the nature of the problem. Lengthy and evasive discussion need not be permitted to delay necessary action, but it is important to seek clarification of points of agreement or disagreement before decisions are made by either party. Such clarification can facilitate the identification of appropriate action strategies. If additional information would assist problem clarification or resolution, the information to be obtained and a deadline for its procurement should be clearly identified.

4. Was there a specific 'yesable' request made by either person?

"When you meet with school personnel, it is not your responsibility to assume their responsibilities for program development. You may, of course, raise a problem of concern without being responsible for identifying a solution. However, the degree to which you can make specific recommendations or suggestions as to the actions which should be taken with regard to a particular problem is likely to affect the probability of receiving a positive response to the issue. School personnel, like any of us, may fail to act if they lack knowledge or expertise in a particular area; they are more likely to act in the face of specific and knowledgeable recommendations. (It is in this area that your knowledge of Title IX and of school operations become relevant.)

"It is also important to make sure that the request you make of a member of the school staff is within that person's scope of authority. (It is in this area that your knowledge of school structure should come into play.) Targeting your concern to someone who has the authority to address it is a critical factor in the success of your change effort. If, when you are in the middle of an interaction you discover that your original request is outside that person's sphere of responsibility, your 'yesable' request to that person might be to help you to identify or obtain an appointment with the appropriate person.

5. Was there an effort to establish a follow-up commitment before ending the meeting?

"When meeting with school personnel, it is useful to establish some form of follow-up commitment before concluding the discussion. This could be a simple follow-up of telephoning someone to provide them information or to obtain a response, or it may be a follow-up meeting with others, the development of a report, or the further clarification of a concern/problem. If school personnel do not initiate a suggestion for a follow-up action, the parent/ community person might suggest such action. In this way school personnel are reminded of the need for action and of the community's continuing interest in this concern/ problem.

"At this time we're going to ask you to move into groups of 8-12 persons, and take turns role playing the situations provided on Participant Worksheet 4. Those who aren't involved in a role play should observe and answer the first five questions which appear on page 2 of Worksheets 5-8. Remember that Worksheets 5-8 provide for your analysis of each of the role play situations.

"During the role plays we would like you to give primary attention to communication skills. Each of you has had an opportunity to read the situations and to answer and discuss the questions asked on the first page of Worksheets 5-8.

"After you've moved into your small groups, we're going to ask you to do the following:

-Obtain two persons to volunteer to role play the first situation.

-Allow a few minutes for the persons to role play the situation (about 3 or 4 minutes).

-Spend a few minutes in discussing the role play--its strengths and its weaknesses.

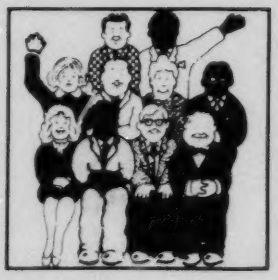
-Move on to role play the next situation with two other persons and follow the same procedure.

"Those persons not involved in the role play should observe and complete the questions which appear on Worksheets 5-8. These observations serve as the basis of group discussion regarding the role play. We'll have about 35 minutes for this activity; complete as many situations as possible while allowing adequate time for group discussion. If you have questions please feel free to ask them."

Although all participants should be encouraged to participate as "players" in the role plays, adequate time should be provided for fruitful discussion of each completed role play. This may mean limiting the number of role plays that can be completed within the time allocated for the exercise. If experienced group facilitators are available, the session facilitator may wish to assign a group facilitator to each group. These group facilitators should ensure that most of the members of the group have an opportunity to participate and that the "feedback" or comments to the role players are useful and specific.

If the total number of participants is small (less than 16), the facilitator may wish to conduct the activity with the total group.

The facilitator should circulate among the groups and ensure that they are moving ahead with the role plays. Groups should be reminded periodically of the time remaining for the exercise.



E. Large Group Discussion (10 minutes)

At the close of the small group activity, the facilitator should discuss the experience with the total group. Questions which can guide the processing of the exercise include:

> How easy was it for you to identify goals for school change and to communicate those in your role plays?
>
> How well were the five guidelines on the chart observed during the role plays?

Did the players:

-Enter the frame of reference of the other person?

-State the problem/concern directly in a nonaccusatory manner?

-Clarify points of agreement and disagreement on the problem?

-Make a "yesable" request?

-Establish some type of follow-up action?

What communications skills were most difficult?

What alternative actions could be taken by community members to deal with the concerns/problems other than the meetings with school personnel which were role played?

After some of the questions have been discussed in the total group, the Role Play Situation Analyses (Appendix B) should be mentioned by the facilitator. The facilitator should explain that the participants may wish to compare their responses with those provided in Appendix B to gain some additional ideas as to the Title IX implications and alternative strategies. If time permits, such comparisons may be made in the total group.

In summarizing the activity, the facilitator may find it useful to make comments such as the following:

"In this activity, you have had an opportunity to utilize a multiplicity of skills which may be required of you as you monitor Title IX implementation and efforts to achieve sex equity in schools, and as you seek, as community members, to bring about change in schools. You have:

Applied your knowledge of Title IX requirements to day-to-day school situations.

Applied your knowledge of school structure and operations and of Title IX/sex equity issues to the identified of change-goals for schools.

Applied your communications skills to a typical school/community interaction which might arise during Title IX monitoring and community action efforts.

"If you are to work effectively for sex equity in education, you will need to utilize all of these skills in your home community.

"In this activity, you were reacting to situations which we suggested to you. In the next activity, we would like to give you an opportunity to bring some of these skills to bear on a situation of your choice, one which you may identify in your own community. We would also like to suggest to you a specific method which you may use to begin to plan change-efforts in your own community."

Participant Information Sheet 4

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INFLUENCING SCHOOLS FOR CHANGE: ROLE PLAY SITUATIONS

Situation--Role Play 1

You requested a copy of the Title IX self-evaluation for your school district and were distressed to discover the way in which the district's Title IX institutional self-evaluation was implemented.

Each administrator was simply asked to evaluate his or her area for violations of Title IX and to write a letter to the Title IX coordinator stating whether any violations were found and what steps were being taken to correct the violation. No questions or criteria for evaluation were specified. In most cases, the administrators submitted a letter which stated that no evidence of sex discrimination had been uncovered; in a few cases administrators said that they noted that few girls took shop and few boys took home economics, but that they were assuming that this was simply a matter of student preference which required no action on their part.

On the basis of your experience with the schools you are convinced that violations of the regulation could be identified throughout the school district. Identification of these violations would require a more complete self-evaluation, including analysis of class enrollments, of student and employee handbooks, of allocations of budget, etc. You also feel that this more complete self-evaluation should examine possible racial-ethnic discrimination.

When you ask to meet with the Title IX coordinator, and he learns that you want to discuss the self-evaluation, he tells you that he is too busy at the moment and that the evaluation is completed and no major problems were identified. Therefore, you arrange to meet with the superintendent, Dr. Holmes.

Situation--Role Play 2

The school board in your district approved and appointed a special committee to assist in the design and implementation of the Title IX institutional self-evaluation.

This committee included two community members and several members of the school district staff. When the self-evaluation was completed, the school staff disbanded the committee. There were numerous remedial actions recommended in the self-evaluation, and you feel the committee should be maintained in order to allow the community an official voice in the carrying out of the remedial actions. The position of the administration is that while they appreciate the time and assistance provided by the community members during the self-evaluation, the task of carrying out the remedial actions is that of the school personnel. Community members should no longer have anything to do with Title IX implementation. You are going to meet with the president of the school board to ask her to reinstate the special committee to continue Title IX monitoring efforts with special emphasis on the identification of needed programs and on the provision of information regarding sex equity efforts to the larger community.

Situation--Role Play 3

You are aware that there is a sex-stereotyped pattern of student participation in extracurricular activities in the high school in your town. You go to the principal and point out that the math club, the debating team and the chess club are made up entirely of male students and sponsors and that the cheerleading and pep squads, the Future Teachers of America and the staff of the literary magazine are composed exclusively of female students and sponsors.

The principal's position is that participation in an extracurricular activity is something that students do based on their own interests. The principal says that it would be not only a waste of time to try to do something about it, but also wrong to try to manipulate students into participating in something they do not really care about.

Situation--Role Play 4

Members of the Education Committee of your community organization have completed a study of sex and race stereotyping in the reading, mathematics and science books for the first eight grades in your community's schools. The committee conducted an extensive analysis of the books and found evidence of pervasive sex and race stereotyping, especially in the mathematics and science books.

Members of the committee would like to make a presentation of their findings to elementary teachers who are using the books. After an attempt to meet with the superintendent, they have been referred to Ms Jordin, the Title IX coordinator.

During a preliminary telephone call to Ms. Jordin, they were told that the content of textbooks and instructional materials was not covered by Title IX and there was little that could be done. However, after some discussion, Ms. Jordin agreed to meet with a representative of the committee to hear the findings of the analysis.

Participant
Worksheet 5

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ANALYSIS OF ROLE PLAY SITUATIONS #1

As you work individually, consider the following:

Read through the role-playing situation given and then consider the following questions:

1. In what way(s), if any, does Title IX relate to the situation outlined?

2. What further information do you need, if any?

3. What specific actions or changes would you like to see the school district undertake?

4. If you don't receive a satisfactory response from school personnel, what actions/alternatives are open to you?

After the role playing, consider the following:

	Yes	No
Was there an acknowledgement of appreciation to the school representative for making time available or was some other effort made to enter the frame of reference of school personnel?	___	___
Was the concern problem stated directly in a nonaccusatory manner?	___	___
Was there an attempt to clarify points of agreement and disagreement regarding the problem?	___	___
Was a specific "yesable" request made of school personnel?	___	___
Was there an effort to establish a follow-up action with the school staff person?	___	___

What were the strengths of the way the situation was handled?

In what ways could the conversation have been improved?

Participant Worksheet 6

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ANALYSIS OF ROLE PLAY SITUATIONS #2

As you work individually, consider the following:

Read through the role-playing situation given and then consider the following questions:

1. In what way(s), if any, does Title IX relate to the situation outlined?

2. What further information do you need, if any?

3. What specific actions or changes would you like to see the school district undertake?

4. If you don't receive a satisfactory response from school personnel, what actions/alternatives are open to you?

After the role playing, consider the following

	Yes	No
Was there an acknowledgement of appreciation to the school representatives for making time available or was some other effort made to enter the frame of reference of school personnel?	___	___
Was the concern/problem stated directly in a nonaccusatory manner?	___	___
Was there an attempt to clarify points of agreement and disagreement regarding the problem?	___	___
Was a specific "yesable" request made of school personnel?	___	___
Was there an effort to establish a follow-up action with the school staff person?	___	___

What were the strengths of the way the situation was handled?

In what ways could the effectiveness of the conversation have been improved?

Participant
Worksheet 7

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ANALYSIS OF ROLE PLAY SITUATIONS #3

ANALYSIS OF ROLE PLAY SITUATIONS (#3)

<u>As you work individually, consider the following</u>:

Read through the role-playing situation given and then consider the following questions:

1. In what way(s), if any, does Title IX relate to the situation outlined?

2. What further information do you need, if any?

3. What specific actions or changes would you like to see the school district undertake?

4. If you don't receive a satisfactory response from school personnel, what actions/alternatives are open to you?

After the role playing, consider the following

	Yes	No
Was there an acknowledgement of appreciation to the school representatives for making time available or was some other effort made to enter the frame of reference of school personnel?	___	___
Was the concern/problem stated directly in a nonaccusatory manner?	___	___
Was there an attempt to clarify points of agreement and disagreement regarding the problem?	___	___
Was a specific "yesable" request made of school personnel?	___	___
Was there an effort to establish a follow-up action with the school staff person?	___	___

What were the strengths of the way the situation was handled?

In what ways could the effectiveness of the conversation have been improved?

Participant Worksheet 8

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ANALYSIS OF ROLE PLAY SITUATIONS (#4)

As you work individually, consider the following:

Read through the role-playing situation given and then consider the following questions:

1. In what way(s), if any, does Title IX relate to the situation outlined?

2. What further information do you need, if any?

3. What specific actions or changes would you like to see the school district undertake?

4. If you don't receive a satisfactory response from school personnel, what actions/alternatives are open to you?

After the role playing, consider the following

	Yes	No
Was there an acknowledgement of appreciation to the school representatives for making time available or was some other effort made to enter the frame of reference of school personnel?	___	___
Was the concern/problem stated directly in a nonaccusatory manner?	___	___
Was there an attempt to clarify points of agreement and disagreement regarding the problem?	___	___
Was a specific "yesable" request made of school personnel?	___	___
Was there an effort to establish a follow-up action with the school staff person?	___	___

What were the strengths of the way the situation was handled?

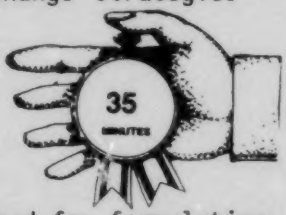
In what ways could the effectiveness of the conversation have been improved?

ACTIVITY

6

ESTABLISHING CHANGE GOALS AND ANALYZING ACTION ALTERNATIVES

(A) Lecture: Establishing Change-Goals (15 minutes)
(B) Small Group Activity--Analyzing Change Strategies--Force Field Analysis (10 minutes)
(C) Large Group Discussion (10 minutes)



Purposes of the activity:

The purposes of this activity are:

To review with participants a method for formulating goals relating To Title IX/sex equity for the schools in their community.

To assist participants in the analysis of possible action strategies.

Materials needed:

For participant use:

Analyzing Change Strategies--Force Field Analysis--Participant Worksheet 9

For facilitator use:

Chart on newsprint or transparency: Analyzing Change Strategies--Force Field Analysis (a reproduction of Participant Worksheet 9)

Facilitator preparation required:

The facilitator should:

Thoroughly review this total session outline and all participant materials.

Prepare chart as described in "Materials Needed" section.

PROCEDURE

A. Lecture--Establishing Change-Goals (15 minutes)

The purpose of this activity is to provide participants with a technique for establishing goals for change in schools and for identifying possible community action alternatives. The work completed during this activity will be translated into the initial action plans to be developed in the following activity. Before beginning the lecture, the facilitator should display the chart on Analyzing Change Strategies--Force Field Analysis.

Suggested Lecture:

"In this activity, we'd like you to begin to become more specific in thinking about your own involvement within the schools in your community. If we are to be effective in working as community change agents for sex equity in education, we need to be clear about our goals and to spend the time and effort necessary to develop systematic plans for the actions which we wish to take. This next activity focuses on the ways we can begin to develop change-goals for our schools and analyze the types of actions that we might take as community members to influence schools to achieve these goals.

"The common goal for all persons involved in this workshop is the implementation of Title IX and the attainment of sex equity. This general goal guides all our efforts, but is it necessary for us to select more specific goals as a means of establishing direction for our change efforts. These might be our goals for achieving sex equity in schools, our goals for organizing community resources, or our goals for personal growth as change agents. Examples of specific change-goals we might select for our school districts are:

> To increase the district's budget for girls' interscholastic sports programs.
>
> To influence the district to adopt a strong training and recruitment program for women and minorities in educational administration.

To involve teachers and librarians in an analysis of sexism and racism in books and the development of nonsexist, nonracist resources for students and staff.

To elect informed persons who are committed to race and sex equity to positions on the school board.

To ensure the appointment of persons committed to race and sex equity to school advisory committees, e.g., the Vocational Education Advisory Committee.

"These and many more needed changes can serve as goals for our efforts in improving schools in our community.

"Establishing our goals is the most fundamental step in planning our community action efforts; our goals should provide direction for all of our subsequent planning and action activities. Because of the importance of this step, let's spend a minute considering the ways in which we set goals.

"The first step is identifying a problem area. This may be done through the monitoring process we discussed earlier. For example, if we discovered through monitoring that girls are not provided equal opportunity in interscholastic athletic programs this might be our problem area.

"The second step is to clarify our specific goal for the elimination of the problem. If we identify unequal opportunity in interscholastic athletics as the area in which we wish to focus, one specific goal for alleviating this inequity would be to increase the district's budget allocation for girls' interscholastic athletics.

"The third step is to refine our goal to the point where it is useful for planning purposes. In order to make certain that we have a goal useful for planning, it is helpful to ask ourselves five questions.

<u>What is to be changed?</u> In our example, this 'what' would be the girls' athletic budget.

<u>Who is to be changed?</u> To answer this question we need to further specify our goal. The 'who' to be changed would probably be the school board members who are responsible for budget decision making.

How will the change be achieved? Budget allocation usually requires a formal action by the school board; the 'how' in this case would probably be through formal budget action by the school board. The 'how' might also refer to the degree of increase desired--for example, 40 percent.

When will the change occur? Again we need to further specify our goal. The next year's budget would be one possible 'when' answer.

Where will the change occur? The answer to the question can be simple in this case--our own school district."

At this point the facilitator should move to the chart and write a revised goal statement incorporating these answers. S/he may do so with the comment:

"Let's write our specific goal on this sheet and make sure we answer all of these questions. It might look this way:

> To increase by 40 percent, through formal budget action of the school board, next year's budget allocation for girls' interscholastic athletics.

"A goal written in this fashion is useful because it is specific enough to:

> Help you in planning actions for its achievement (you now know the target for your actions--the schoolboard --and a timeline for their implementation--before next year's budget enactment);
>
> Enable you to know when you've accomplished your goal.

"Specifying our change-goal is only the first step. It is then necessary to analyze the goal and the change desired before developing specific action plans. One method for analyzing the change is known as force field analysis. This technique, developed by Kurt Lewin, provides a method of analyzing the various forces which assist or inhibit change. Lewin, a social psychologist interested in understanding how change could be planned and maintained, believed that personal and organizational behavior was the

result of a field of forces operating on that person or organization. (The facilitator should refer participants to the Force Field Analysis chart at this point.)

"This balance of forces results from the operation of opposing pressures for various behavior. You can see this balance illustrated on this chart. Forces which work to bring about a particular change behavior or condition are known as driving forces. Forces which operate to maintain the current behavior unchanged are known as restraining forces. If the strength of the two sets of forces in a field is about the same, no change will result and the status quo will be maintained.

"If change is to occur, the balance of the field must be altered: the driving forces operating for change must be strengthened or the restraining forces operating to maintain the status quo be weakened.

"For example, if our goal is to increase the district budget for girls' interscholastic sports, what would be the forces that would assist this change? (At this point, the facilitator should refer to the chart and record the examples of driving forces as she/he speaks each one.) Some of these forces might include documentation of inequality between the interscholastic sports programs for females and males, the support of community member committed to change, demonstration of the interests of female students, the prohibitions of the Title IX regulation, etc. These are examples of driving forces which assist us in achieving change.

"Similarly, it is important that we analyze the restraining forces that inhibit change. What types of restraining forces would we be likely to encounter if we attempted to secure an increase in the school budget for the girls' interscholastic sports program?

(The facilitator should wait for suggestions from participants and place them on the chart. If none are forthcoming, she/he should suggest and list the following or others which are appropriate.)

"Likely restraining forces might be:

-The negative attitudes of board members and athletics staff;

-The negative attitudes of community members;

-Fear of unknown problems, e.g., male and female staff dealing with problems of working with opposite sex students and staff;

-Fear that adding funds for girls' interscholastic sports budget will be detrimental for the boy's interscholastic sports budget.

"Once we've identified the various forces that work toward change (driving forces) and the forces that retard the desired change (restraining forces), then we have to identify the action steps that we can take to strengthen the driving forces and weaken the restraining forces.

"It should also be pointed out that the change may be accomplished when other events change the meaning of the various forces. For example, some persons were concerned about sex discrimination in schools before the enactment of Title IX. In those schools and communities where there were a sufficient number of forces to support change efforts to eliminate such discrimination and bias, we found the beginnings of change. In most instances, however, the number of persons committed to change efforts was not sufficient to result in schoolwide change.

"When Title IX was enacted and, more specifically, when the Title IX reguation became effective, and the field of forces and the meaning of those forces changed, it was no longer simply a matter of personal choice as to whether or not steps should be taken to eliminate sex discrimination, it was a requirement for the school district. It was no longer a matter of personal choice to examine the evidence regarding sex discrimination, but rather a necessity if one was to continue to function effectively as an educator. This development created a change in the field of forces and changed the relative weights of the driving and restraining forces which continued to exist.

"Worksheet 9, entitled 'Analyzing Change Strategies--Force Field Analysis' provides us with a guide for identifying the change we wish to make and identifying strategies which may be used in accomplishing change.

"Once we have established our change goal and identified the forces which can assist or retard change, we must then develop specific plans for change. After we've identified and analyzed our goals and the available strategies, we'll incorporate these into initial action plans for achieving our goals.

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"At this time we'd like you to begin with Participant Worksheet 9 and work through an example of how you can use force field analysis. Would you form groups of six and do the following:

Select a change goal for schools which the group might consider.

'Brainstorm' within the group as many examples as you can of driving and restraining forces relevant to the change goal.

Identify actions or steps you can take as community members to strengthen the driving forces or to weaken the restraining forces."

B. Small Group Activity--Analyzing Change Strategies--Force Field Analysis (10 minutes)

Participants should form groups of six and move ahead with the force field analysis. The facilitator should suggest that particpants from the same community may wish to work together. The facilitator(s) should move around the room to ensure that groups understand the process and are able to complete the analysis.

C. Large Group Discussion (10 minutes)

When the small groups have had enough time to complete their analysis, the session facilitator should process the activity in the total group. Questions which might be raised with the group are:

What types of goals did you select:

How well were you able to complete the analysis?

What steps were easiest to complete on the sheet? What steps were most difficult?

How could you use this technique for other change goals?

The activity should be closed by pointing out that the technique of force field analysis may be used to analyze any changes which may need to be made. This facilitator should also suggest that participants will have an opportunity to extend this activity into an initial action plan for their schools during the next exercise.

Participant Worksheet 9

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ANALYZING CHANGE STRATEGIES — FORCE FIELD ANALYSIS

The change that I would like to see in my school related to the implementation of Title IX and/or the achievement of sex equity is:

What is to be changed?

Who is to be changed?

How is the change to occur?

When will the change occur?

Where will the change occur?

Affecting the possibility of this change are the following:

Restraining Forces	Driving Forces

Actions that I can take as a community member to:

Weaken the Restraining Forces	Strengthen the Driving Forces

ACTIVITY

7

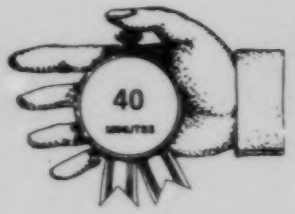
ACTION PLANNING AND IMPLEMENTATION

(A) Lecture--Action Planning and Implementation (5 minutes)

(B) Individual Activity--Action Planning Guide (10 minutes)

(C) Small Group Discussions (20 minutes)

(D) Large Group Discussion (5 minutes)



Purpose of the activity:

The purposes of this activity are:

To provide participants with an outline of steps which may be used in action planning and implementation.

To provide participants an opportunity for initial development of an action plan for influencing schools for change toward sex equity.

Materials needed:

For participant use:

Action Planning Guide--Participant Worksheet 10.

For facilitator use:

Newsprint and marker or chalk and chalkboard.

Facilitator preparation required:

The facilitator(s) should:

Thoroughly review this total session outline and all participant materials.

Review suggested lecture and adapt it to accommodate unique group needs and facilitator style.

PROCEDURE

A. Lecture--Action Planning and Implementation (5 minutes)

This brief lecture outlines an approach for planning community action efforts, an approach which underlies Worksheet 10 used later in the activity. The facilitator should feel free to elaborate on the steps of the process or to add other formulations of the change process.

Suggested Lecture:

"During the last activity you spent time selecting a desired change for your schools and beginning to identify the types of actions which could be taken to bring about that change. This technique of force field analysis is a method of developing action goals and beginning to evaluate the types of strategies which can be used to achieve these goals. It is especially useful as you begin to plan action programs or when you need to solve problems which may arise as you implement your plans.

"At this time we need to examine the other steps which are necessary for effective action planning. There are many ways of describing the steps of action planning, and you may wish to expand on those we'll be discussing. Although there is no single method you should use in action planning, use of some type of planning method is a crucial step in implementing effective change efforts. The more specific your plans can be, the greater the likelihood of effective implementation and ultimate success.

"Action planning serves two primary purposes:

> Action planning provides a method of testing the reality of our plans and what we hope to accomplish.

"One of the best ways to test the feasibility of the strategies we've identified and the plans we are developing is to see if we can specify the steps that need to be taken to implement them, the persons who would be responsible for completing these steps, the financial considerations involved in these steps, and the timelines which should be necessary to adapt or modify our plans.

Action planning provides a method of organizing and coordinating human and financial resources which are involved in the change effort.

"Change in schools is usually the result of multiple actions or interventions. When planning a change effort, it is often necessary to involve numbers of people and to coordinate the activities of these persons. The action plan provides a method of coordinating the activities of a number of persons and communications plans and responsibilities to all persons involved in the effort.

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"What then are the steps for action planning and implementation? One method of thinking about action planning and implementation is to organize them into five steps. You can follow these steps by referring to the first page of Participant Worksheet 10, entitled 'Action Planning Guide.'

Step One Identify the problem	-Assess your interests. -Collect information. -Find out who's interested.
Step Two Develop a plan	-Formulate your change-goals(s). -Analyze the forces for and against change. -Identify possible actions/ strategies. -Select action steps. -Assign responsibilities. -Develop timelines.
Step Three Do your homework	-Prepare for the specified actions. -Involve relevant groups. -Continue to collect information. -Continue to assess plan. -Make necessary modifications/ adaptions.

Step Four
Implement your plan

-Carry out specified actions.
-Adapt plans if necessary.

Step Five
Evaluate and follow-up

-Assess the outcomes of your actions (positive and negative).
-Identify necessary follow-up steps.
-Determine the goals for the next action.

"These steps may be expanded or simplified depending on the goal to be achieved. Worksheet 10 provides some of the specific questions you'll need to consider in developing your action plan.

"Now we're going to ask you to spend about 10 minutes individually as you begin to develop your action plan. Focus on working through steps one, two, and three in a general fashion. Then we'll ask you to join a small group as you compare your plans and provide each other with ideas and suggestions. If other persons from your community are here at the workshop, you may wish to work together."

B. Individual Activity--Action Planning Guide (10 minutes)

The facilitator(s) should be available to provide suggestions, answer questions, and urge participants to be as specific as possible while developing their action plans. Participants should have enough time to begin writing steps one through three of their plans (about 10 minutes).

C. Small Group Discussions (20 minutes)

After approximately 10 minutes, participants should be asked to form groups of four to discuss their action plans. Persons from the same community should be encouraged to work together. In the small groups participants should be encouraged to:

Assist others to develop their plans by providing ideas for activities, programs, and resources.

Provide "feedback" to each other as to the specificity or appropriateness of their plans.

The facilitator should provide supportive comments and encourage constructive comments from others.

D. Large Group Discussion (5 minutes)

After groups have had an opportunity to discuss their plans in small groups, the facilitator should discuss the activity with the total group.

Questions which could be asked include:

What types of goals did you select?

What strengths do you see in your plans?

What types of problems do you anticipate in implementing your plan?

After the facilitator has some idea as to the content of the plans, he/she should make the following points:

The worksheet is the first draft or your action plan. It is probable that you will need to continue to rethink and specify your plan in further detail.

You may wish to identify persons with goals similar to yours and seek them out during informal times of the workshop as a means of testing and refining your plans.

Participant
Worksheet 10

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ACTION PLANNING GUIDE

Successful community change efforts require careful thought and planning. We need to be clear about what to accomplish and the ways we are going to achieve our goals. There are many ways we can think about the steps that are necessary in action planning. Listed below is one outline of the steps involved in planning change efforts.

STEP ONE -
Identify the Problem

A. Assess your interests.
B. Collect information.
C. Find out who's interested.

STEP TWO -
Develop a Plan

A. Formulate your change goal(s).
B. Analyze the forces for and against change.
C. Identify possible actions/ strategies.
D. Select action steps.
E. Assign responsibilities.
F. Develop timelines.

STEP THREE -
Do Your Homework

A. Prepare for the specified actions.
B. See the right people.
C. Involve relevant groups.
D. Continue to collect information.
E. Continue to assess plan.
F. Make necessary modifications/adaptations.

STEP FOUR -
Implement Your Plan

A. Carry out specified actions.
B. Adapt plans if necessary.

STEP FIVE -
Evaluate and Follow-up

A. Assess the outcome of your actions (positive and negative).
B. Identify necessary follow-up steps.
C. Determine the goals for the next actions.

The following questions are designed as a means of helping you to think about each of these steps and to develop an initial action plan. (In the time allotted during the workshop, try to work through the first three steps. You should find the questions which pertain to steps four and five useful when you return to you own community.)

ACTION-PLANNING GUIDE

Step One--Identify the Problem

A. Assess your interests

What are the concerns/problems/interests related to Title IX implementation/sex equity in schools to be addressed in your action plan?

B. Collect information

What information is available which either documents the problem or provides information as to the actions which should be taken?

How can it be obtained?

C. Find out who's interested

What other groups/persons in the community are interested in the problem?

How can they be identified?

Step Two--Develop a Plan

A. Formulate your change goals

What is the goal of your action efforts; what change do you wish your schools to implement?

What is your specific goal? Refine your goal statement by answering:

- What change do you wish to make?

- Whom do you want to change?

- How will you bring about the change?

- When will the change be accomplished?

- Where will the change be accomplished?

Now, write a goal statement which includes each of the above.

Step Two -- Develop a Plan (continued)

B. Analyze the forces for and against change

What are the major forces which can support the change (driving forces) or inhibit the change (restraining forces)?

Driving forces	Restraining forces

Questions which may assist you in the identification of forces include:

- Who will be involved or affected by the change, and how will they perceive it?

- Who will support change efforts? How will they show it?

- Who will oppose changes? How will they show it?

Step Two -- Develop a Plan (continued)

C. Identify possible actions/strategies

What action steps could be developed by community members/groups for:

Strengthening driving forces	Weakening restraining forces

Step Two -- Develop a Plan (continued)

D. Select action steps

List the major action steps identified and the consequences of employing each.

Action step	Consequences: Desirable	Consequences: Undesirable

After evaluating the action steps which one(s) are you going to implement?

Step Two -- Develop a Plan (continued)

E. Develop timelines and assign responsibilities

List the action steps which you will utilize to achieve your goal; the individual or group responsible for each and the timetable for completion of each.

Action	Responsibility	Date to be Completed

Step Three -- Do Your Homework

A. Prepare for the action steps

What things do you need to prepare?

B. See the right people

Whom do you need to see to test your ideas, enlist their cooperation, or inform them of your plans?

Who will take responsibility for seeing these persons? When will these contacts be completed?

C. Involve relevent groups

Which groups need to be contacted/involved in your action efforts?

How are you going to involve them? By what date?

D. Continue to collect information

What information should be collected? Who will collect the data? By what date?

Step Three -- Do Your Homework (continued)

E. Continue to assess the plan

What problems/omissions can you now identify in your action plan?

F. Make necessary modifications/adaptations

What modifications/adaptations should be made in your plan? What are the implications of these changes?

Step Four -- Implement Your Plan

A. Carry out specified actions

What portions of your plan were fully implemented?

What portions were not implemented?

B. Adapt plans if necessary

What adaptations may need to be made?

Step Five -- Evaluate and Follow-Up

A. Assess the outcomes of your actions

What were the outcomes?

Positive Negative

B. Identify the follow-up steps

What are the next steps for action?

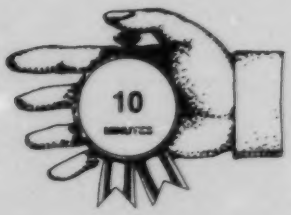
What did you learn from your experience?

C. Determine goals for the next actions

ACTIVITY

8

SUMMARY AND WORKSHOP EVALUATION



(A) Summary Comments (5 minutes)
(B) Workshop Evaluation (5 minutes)

Purpose of the activity:

The purposes of this activity are:

To provide participants with a summary of the session.

To provide participants with an opportunity to evaluate the activities included in the workshop.

Materials needed:

For participant use:

Workshop Evaluation Sheet (in Participant Workbook)

For facilitator use: None

Facilitator preparation required:

The facilitator(s) should:

Thoroughly review this total session outline and participant materials.

Review suggested comments and adapt them to accommodate unique group needs and facilitator style.

A. Summary Comments (5 minutes)

The summary comments should provide participants with a review of the major purposes of the session for Community Groups and reinforce the major learnings of the session. Comments such as the following would be appropriate:

"This session has focused on the change agent role that persons outside the school system must perform if full implementation of Title IX and sex equity are to be achieved. We have focused on the knowledge base that can increase our effectiveness as change agents--knowledge of your school systems, knowledge of our communities and their resources, knowledge of Title IX requirements and issues related to sex equity in schools, and knowledge of your own skills, goals, and motivations for working to achieve sex equity in schools. We also examined the process by which the community can monitor schools' implementation of Title IX requirements and mechanisms which may be used to enforce these requirements when noncompliance is identified through the monitoring process.

"We have also focused on building our skills as community change agents working to achieve sex equity in education. We have developed skills in:

Applying Title IX requirements to day-to-day school/community interaction situations;

Identifying change goals for schools related to Title IX/sex equity;

Identifying community action alternatives to influence schools toward sex equity;

Communicating with school personnel relating to school/community concerns in the area of Title IX/sex equity implementation;

Specifying our own goals for change in schools and analyzing possible community action alternatives through the force field analysis process;

Developing an initial action plan through which we may implement action efforts to achieve our change goals for schools.

"In summary, it is important that you remember these points:

There is a reciprocal relationship between schools and the communities in which they exist in that each can facilitate or retard the development of the other. If schools are to change and to improve, they will require the support of the community. It is essential that citizens and community groups assume leadership in articulating change goals for the schools, monitoring any actions of schools toward these goals, and interpreting the need for change to individuals and groups in the community.

Title IX is a part of a total group of increasing educational equity for all students. The activities suggested should be adapted and utilized for achieving equity on the basis of race, cultural background, social class, and physical capability. The ultimate goal of equity efforts is to ensure that all students are provided with the experiences which will prepare them for equal participation in our society and for maximizing the development of their potential.

Those of you in this session are or can be key leaders in your community. You can play an important role personally and within organizations you represent in achieving equity in your community's schools. Your involvement in change efforts can contribute both to your community and schools and to your own personal growth.

"Performing the role of change agent in your community provides three major satisfactions:

You are developing/extending your understanding of and skills for social change.

You are building a better future for the boys and girls who are now being prepared for their lives as adults.

You are strengthening the democratic process which is essential to evolution of the institutions in our society.

"We hope that this session has helped you to consider the three questions which we placed on the chart at the beginning of the workshop; your goals for changing schools, your goals for community action, and your goals for increasing your own skills and continuing your personal growth."

B. Workshop Evaluation (5 minutes)

The purpose of the workshop evaluation is to provide training and administrative staffs with information regarding participants' evaluation of the workshop and to identify needs for continued training and development. The facilitator may wish to introduce this activity with the following comments:

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"We would like each of you to find the Workshop Evaluation Sheet provided in your Participant Workbooks.

"Would you take a moment or two now to complete the sheet and turn it in before you leave?

The facilitator should allow a few minutes for participants to complete the evaluation sheets. Then he/she should collect the worksheets and answer any questions which may have been raised.

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APPENDIX

A

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 — A SUMMARY OF THE IMPLEMENTING REGULATIONS

Title IX of the 1972 Education Amendments is the first comprehensive Federal law to prohibit sex discrimination in the admission and treatment of students by education institutions receiving Federal financial assistance. Sex discrimination in the employment policies and practices of educational institutions is also prohibited. The intent of the law is to eliminate sex discrimination in the programs, policies and administration of educational institutions. It reads:

> 'No person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.'

The implementing regulation for Title IX was issued by the Secretary of Health, Education and Welfare in June, 1975. Its provisions may be grouped into five major sections--general provisions (contained in Subpart A of the regulation), which outline the general procedures required for ensuring nondiscrimination and compliance with the regulation; coverage provisions (Subpart B of the regulation), which identify the education institutions, programs and activities covered by the regulation; admissions provisions (Subpart C of the regulation), which specify prohibitions of discrimination in the recruitment and admissions of students; provisions pertaining to the treatment of students in educational programs and activities (Subpart D of the regulation), which delineate the standards of nondiscrimination in student programs; and employment provisions (Subpart E of the regulation), which establish the requirements for nondiscrimination in employment.

Following is a summary of the regulation. It follows the sequence of the regulation itself; the number contained in brackets at the end of each summary paragraph refers to the section of the regulation from which the information is derived.

Two definitions contained in the regulation are of importance to users of this summary:

Recipient: The "recipient" referred to throughout the summary is defined as "any public or private agency, institution, or organization, or other entity, or any

person, to whom Federal financial assistance is extended directly or through another recipient and which operates an education program or activity which receives or benefits from such assistance." [§86.2(h)]

Federal financial assistance: Education agencies or institutions which receive any of the following are considered recipients of "Federal financial assistance" for purposes of Title IX:

> Grants or loans from the Federal Government, including funds for:
>
> > Acquisition, construction or renovation of buildings or facilities;
> >
> > Scholarships, loans, grants, wages or other funds extended for payment to or on behalf of students of the institution, whether paid to the institution or directly to students for payment to the institution.
>
> Grants of Federal property.
>
> Provision of the services of Federal personnel.
>
> Any other contract, agreement or arrangement which has as one of its purposes the provision of assistance to any education program or activity, except a contract of insurance or guaranty. [§ 86.2(g)]

Copies of the regulation have been supplied to all local education agencies and postsecondary institutions. Copies of the regulation may also be obtained from the Department of Education, Washington, D.C. 20201 or the Sex Equity Project, Colorado Department of Education, 201 E. Colfax Avenue, Denver, CO 80203.

GENERAL PROVISIONS

Remedial action. In the event of a finding of sex discrimination by the Director of the Office for Civil Rights in an education program or activity of a Federally assisted institution or agency, the institution or agency may be required to take remedial action to overcome the effects of such discrimination. Such requirement would be specified by the Director. [§86.3(a)]

Affirmative action. In the absence of a finding of sex discrimination, a recipient educational institution may take affirmative action to overcome the effects of conditions which resulted in limited participation by persons of a particular sex. [§86.3(b)]

Self-evaluation. Every education institution receiving Federal funds must, within one year of the effective date of the regulation:

> Evaluate its policies and practices as to their compliance with the regulation;
>
> Modify its policies and practices as necessary for compliance;
>
> Take appropriate remedial steps to eliminate the effects of discrimination resulting from these policies and practices.

A description of any modifications and remedial actions taken must remain on file for at least three years following completion of the evaluation. [§86.3(c)]

Assurance required. Every application for Federal financial assistance for any education program or activity must as a condition of its approval, contain or be accompanied by an assurance form certifying compliance with the regulation. Forms will be supplied by the Office for Civil Rights, ED. [§86.4]

Designation of responsible employee. Every recipient must designate at least one employee to coordinate compliance efforts and investigate any complaints of sex discrimination; all students and employees must be noti-

fied of the name, office address and phone number of the employee. [§86.8(a)]

Grievance procedures. Every recipient must adopt and publish grievance procedures providing for resolution of student and employee complaints. (Utilization of these procedures is not a prerequisite for the filing of a complaint with the Office for Civil Rights, ED.) [§86.9(a)]

Notification of policy. Recipients must take specific and continuing steps to notify applicants for admission, students, parents, employees, and all unions or professional organizations holding bargaining or professional agreements with the recipient of its compliance with Title IX. Initial notification was required by October 19, 1975. [§86.9(a)]

Publications. Recipients must include a policy statement of nondiscrimination on the basis of sex announcement, bulletin, catalog, application form or other materials used in connection with the recruitment of students or employees. No publication should suggest, by text or illustration, that the recipient treats students, applicants or employees differently on the basis of sex except as permitted by the regulation. [§86.9(b)]

COVERAGE

General. The regulation applies to every recipient and to each education program or activity operated by a recipient which receives or benefits from Federal financial assistance. (Information regarding judicial interpretation of this language is provided in the preamble to the regulation. In analogous cases regarding racial discrimination, courts have held that the education functions of a school district or college include any service, facility, activity, or program which it operates or sponsors; including athletics and other extracurricular activities. The Federal funds may be terminated upon a finding that "they are infected by a discriminatory environment.") [§86.11]

Exemptions from coverage include: educational institutions controlled by religious organizations, to the extent that compliance would not be consistent with religious tenets; military and merchant marine educational insti-

tutions; and social fraternities and sororities in post-secondary institutions. YMCA's and YWCA's, Girl and Boy Scouts, Camp Fire Girls and other voluntary youth service organizations. [§86.12, §86.13 and §86.14]

Coverage of the admissions provisions applies only to institutions of vocational education, professional education, graduate higher education, and public institutions of undergraduate higher education, other than those which have been traditionally and continually single sex. This does not include first-degree professional and vocational programs offered at private undergraduate institutions. [§86.15]

ADMISSIONS

The regulation requires that no person may, on the basis of sex, be denied admission or be subject to discrimination in admission by any recipient subject to the admissions provisions of Title IX. Specifically prohibited are:

Ranking applicants separately on the basis of sex;

Applying numerical limitations on the number or proportion of either sex who may be admitted;

Treating one individual differently from another on the basis of sex;

Administering any test or criterion for admission which has a disproportionately adverse effect on members of one sex unless such test or criterion is shown to validly predict success in the education program or activity and alternative tests are not available;

Applying any rule concerning the actual or potential parental, marital or family status of a student which treats persons differently on the basis of sex;

Discriminating against or excluding any person on the basis of pregnancy or related conditions (these must be treated as any other temporary disability);

Making pre-admission inquiry as to the marital status of an applicant. [§86.21(a), (b), (c)]

Discrimination in the recruitment of applicants for admission is also prohibited:

> Preference may not be given nor may applicants for admission be recruited on the basis of attendance at an educational institution which is predominantly single sex unless the pool of applicants eligible for such preferences includes roughly equivalent numbers of males and females [§86.22];
>
> A recipient may not discriminate on the basis of sex in the recruitment of students unless additional recruitment efforts for members of one sex are undertaken as remedial or affirmative action. [§86.23(a)]

TREATMENT OF STUDENTS IN EDUCATION PROGRAMS AND ACTIVITIES

General. All education institutions or activities receiving Federal financial assistance are subject to these regulatory requirements, including those whose admissions are exempt from coverage. This portion of the regulation requires that:

> 'no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training or any other education program or activity operated by a recipient.' [§86.3(a)]

It specifically provides that recipient institutions may not, on the basis of sex:

> Provide different aid, benefits or services;
>
> Deny any person such aid, benefits or services;
>
> Subject any person to separate or different rules of behavior, sanctions or other treatment;
>
> Discriminate against any person in the application of any rules of appearance;
>
> Apply any rule concerning the domicile or residence of a student or applicant, including eligibility for in-state tuition;

Provide significant assistance (defined in the preamble to the Regulation as facilities or a faculty sponsor) to any agency, organization or person which discriminates on the basis of sex in providing any aid, benefits or services to students or employees;

Limit any person in the enjoyment of any right, privilege, advantage or opportunity. [§86.13(b)]

Assistance administered by an institution for study abroad. A recipient institution may administer awards established by foreign or domestic legal instruments restricted to members of one sex which are designed to provide opportunities for study abroad provided the institution otherwise makes available reasonable opportunities for members of the other sex. [§86.31(c)]

Programs not operated by recipients. A recipient institution may not facilitate, require, permit or consider as part of an activity or program it operates, participation by any applicant, student or employee in a program not operated by the recipient which discriminates on the basis of sex. This includes participation in educational consortia and cooperative employment and student teaching assignments. [§86.31(d)]

Housing. A recipient may not, on the basis of sex, apply different rules or regulations, impose different fees or requirements or offer different services or benefits related to housing. A recipient may provide separate housing on the basis of sex, provided that housing provided for students of one sex, when compared to that provided to students of the other, is as a whole proportionate in quantity to the number of students of that sex applying and comparable in quality and cost to the student. [§86.32(a)(b)]

A recipient which assists any agency or person in making housing available to its students must take reasonable action to assure itself that housing provided is proportionate in quantity and comparable in quality and cost to students of both sexes. A recipient may not, on the basis of sex, administer different policies or practices concerning occupancy by its students in housing other than provided by the recipient. [§86.32(c)]

Facilities. A recipient may provide separate toilet, locker room and shower facilities on the basis of sex; those provided for one sex must be comparable to those provided for the other. [§86.33]

Course offerings. Course offerings or other education activities may not be provided separately on the basis of sex, nor may participation therein be refused or required on such basis. Included are health, physical education, industrial, business, vocational, technical, home economics, music and adult education courses. [§86.34]

> With respect to physical education courses, institutions must comply with this requirement as expeditiously as possible but in no event later than one year from the effective date of the regulation at the elementary level and three years from the effective date of the secondary and postsecondary levels. Students may be grouped by ability in physical education classes and activities as long as ability is assessed by objective standards developed and applied without regard to sex. Students may be separated by sex within physical education classes during participation in contact sports. [§86.34(a)(b)(c)]
>
> Portions of classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted separately for males and females. [§86.34(e)]
>
> Recipient institutions may make requirements based on vocal range or quality which result in choruses of one or predominantly one sex. [§86.34(f)]

Schools of vocational education. A local education agency may not, on the basis of sex, exclude any person from admission to any institution of vocational education or any other school or educational unit it operates unless it otherwise makes available to such person, pursuant to the same policies and criteria of admission, courses, services and facilities comparable to each course, service and facility offered in or through such schools. [§86.35]

Counseling and counseling materials. Institutions may not discriminate against any person on the basis of sex in the counseling or guidance of students or applicants. [§86.36(a)]

Recipients may not use different materials for students on the basis of sex or use materials which permit or require differential treatment of students on such basis unless such materials cover the same occupations and interest areas and their use is shown to be essential to eliminate sex bias. Recipients must develop and use internal procedures for ensuring that counseling materials do not so discriminate. [§86.36(b)]

Where a recipient finds that a particular class or course of study contains a substantially disproportionate number of individuals of one sex, the recipient must take such action as is necessary to assure itself that this disproportion is not the result of sex discrimination by counselors or in counseling materials. [§86.36(c)]

Financial assistance. Recipients may not, on the basis of sex:

Provide different amounts or types of financial assistance, limit eligibility for such assistance or apply different criteria;

Apply any rule concerning eligibility for such assistance which treats persons of one sex differently from persons of the other with regard to marital or parental status;

Assist, through solicitation, listing, approval, or provision of facilities or services, any agency or person which provides assistance to a recipient's students in a manner which discriminates on the basis of sex. [§86.37(a)]

Recipients may administer financial assistance established by domestic or foreign instruments which require that awards be made to members of a specified sex provided that the overall effect of the awarding of such sex-restricted funds does not discriminate on the basis of sex. To ensure such nondiscriminatory effect:

Students must be selected for awards of financial assistance on the basis of nondiscriminatory criteria;

An appropriate sex-restricted award should be allocated to each student selected;

No student may be denied the award for which he or she was selected because of absence of financial assistance designed for a member of that student's sex. (According to the preamble of the regulation, if there are insufficient sources of financial aid designated for members of a particular sex to provide funds for students of that sex selected, the institution is required to obtain the necessary funds from other sources or to award less assistance from the sex-restricted sources.) [§86.37(b)]

If a recipient awards athletic scholarships, it must provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics. Separate athletic scholarships for members of each sex may be provided as part of separate athletic teams for members of each sex to the extent consistent with the portion of the regulation dealing with athletics. [§86.37(c)]

Employment assistance to students. A recipient institution which assists any agency or person in making employment available to its students must assure itself that employment is made available without discrimination; it may render no services or assistance to agencies or individuals which discriminate on the basis of sex in employment practices. [§86.38]

Health and insurance benefits and services. Institutions may not discriminate on the basis of sex in providing medical, hospital, accident or life insurance benefits, services, policies or plans to any students. This does not prohibit a recipient from providing any benefit or service which may be used by a different proportion of students of one sex than of the other, including family planning services. Any recipient which provides full coverage health services must provide gynecological care. [§86.39]

Marital or parental status. A recipient may not apply any rule concerning a student's actual or potential parental, family or marital status which treats students differently on the basis of sex. [§86.40(a)]

No student may be discriminated against or excluded from an education program or activity, (including any class or extracurricular activity) on the basis of pregnancy or related conditions unless the student requests voluntarily to participate in a separate portion of the program or activity. [§86.40(b)]

> A recipient may require a pregnant student to obtain a physician's certification of her physical and emotional ability for normal participation in the education program or activity if such certification is required of all students for other physical or emotional conditions requiring the attention of a physician.
>
> A recipient which operates a portion of its education program separately for pregnant students, admission to which is voluntary, must ensure that this program is comparable to the program offered to nonpregnant students.
>
> A recipient must treat pregnancy and related conditions in the same manner and under the same policy as any other temporary disability with respect to any medical or hospital benefit, service, or policy in which such recipient participates with respect to students. If there is no leave policy maintained for students, pregnancy and related conditions must be treated as justification for a leave of absence, after which a student shall be reinstated to the status she held before the leave began. [§86.40(b)]

Athletics. The general requirement of this section is that:

> no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club or intramural athletics offered by a recipient, and no recipient shall provide athletics separately on such basis. [§86.41(a)]

Separate teams may, however, be operated for members of each sex where:

Selection for such teams is based upon competitive skill; or

The activity involved is a contact sport.

Where a recipient operates or sponsors a team in a particular sport for members of one sex but operates no such team for members of the other, and athletic opportunities for members of that sex have previously been limited, members of the excluded sex must be allowed to try out for the team offered unless the sport involved is a contact sport (boxing, wrestling, rugby, ice hockey, football, basketball and other sports the major activity of which involves bodily contact). [§86.41(b)]

Equal opportunity for members of both sexes must be provided in interscholastic, intercollegiate, club or intramural athletics operated or sponsored by a recipient. In assessing the availability of equal opportunity, ED will consider, among other factors:

Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;

Provision of equipment and supplies;

Scheduling of games and practice time;

Travel and per diem allowance;

Opportunity to receive coaching and academic tutoring;

Assignment and compensation of coaches;

Provision of locker rooms, practice and competitive facilities;

Provision of housing and dining facilities and services;

Publicity.

Unequal aggregate expenditures for members of each sex or for male and female teams will not constitute noncompliance, but ED may consider the failure to provide neces-

sary funds for teams for one sex in assessing equality of opportunity. [§86.41(c)]

All recipient institutions must comply as expeditiously as possible; elementary schools must be in full compliance with this section within one year from the effective date of the regulation, secondary and postsecondary schools within three years. [§86.41(d)]

Textbooks and curricular materials. Nothing in the regulation requires or prohibits the use of particular textbooks or curricular materials. [§86.42]

EMPLOYMENT

General. All education institutions receiving Federal financial assistance must comply with the employment provisions of the regulation. In general, the regulation prohibits:

> Exclusion from participation in, denial of the benefits of, or subjection to discrimination on the basis of sex of any person in employment, or recruitment, consideration or selection thereof, whether full or part-time.
>
> The limitation, segregation, or classification of applicants or employees in any way which could adversely affect any employment opportunities or status because of sex;
>
> Entrance by a recipient into any contractual or other relationship which directly or indirectly has the effect of subjecting employees or students to sex discrimination, including relationships with employment and referral agencies, with labor unions, and with organizations providing or administering fringe benefits to employees of the recipient;
>
> The granting of preferences to applicants for employment on the basis of attendance at a single sex educational institution, unless the numbers of each sex

eligible for such preference are roughly equivalent. [§86.51(a)]

Specifically, discrimination is prohibited in:

Recruitment, advertising and the process of application for employment;

Hiring, upgrading, promotion, tenure, demotion, transfer, layoff, termination, application of nepotism policies, right of return from layoff and rehiring;

Rates of pay or any other form of compensation;

Job assignments, classifications and structure, including position descriptions, lines of progression and seniority lists;

The terms of any collective bargaining agreement;

Granting and returning from leaves of absence, leaves for pregnancy and related conditions, leaves for persons of either sex to care for children or dependents;

Fringe benefits;

Selection and financial support for training, including apprenticeship, professional meetings, conferences and other related activities, selection for tuition assistance, sabbaticals and leaves of absence to pursue training;

Employer sponsored activities, including social or recreational programs;

Any other term, condition or privilege of employment. [§86.51(b)]

Employment criteria. A recipient may not administer any test or other criterion for employment opportunity which has a disproportionately adverse effect on persons on the basis of sex unless it is shown to validly predict successful performance in the position in question and alternative tests or criteria are not available. [§86.52]

Recruitment. A recipient may not discriminate on the basis of sex in the recruitment and hiring of employees. When a recipient is found to be presently discriminating on the basis of sex (or to have so discriminated in the past), it will recruit members of the sex so discriminated against so as to overcome the effects of past or present discrimination. A recipient may not recruit primarily at entities which furnish as applicants predominantly members of one sex. [§86.53]

Compensation. A recipient may not, on the basis of sex, make distinctions in rates of pay or other compensations which result in the payment of wages to employees of one sex at a rate less than that paid to employees of the other sex for equal work on jobs, the performance of which requires equal skill, effort and responsibility and which are performed under similar working conditions. [§86.54]

Job classification. A recipient may not:

> Classify a job as being for males or females;
>
> Maintain separate lines of progression, seniority lists, career ladders or tenure systems based on sex;
>
> Maintain separate lines of progression, etc., which classify persons on the basis of sex unless sex is a bona fide occupational qualification for the positions in question. [§86.55]

Fringe Benefits. Under this regulation, fringe benefits means any medical, hospital, accident, life insurance or retirement benefit, service, policy or plan, any profit-sharing or bonus plan, leave and any other benefit or service of employment. A recipient shall not:

> Discriminate on the basis of sex with regard to making fringe benefits available to employees, or making fringe benefits available to spouses, families or dependents of employees differently upon the basis of the employee's sex;
>
> Administer, operate, offer or participate in a fringe benefit plan which does not provide either for equal periodic benefits or equal recipient contributions to the plan for members of each sex;

Participate in a pension or retirement plan which establishes different optional or compulsory retirement ages based on sex or which otherwise discriminates on such basis. [§86.57(a)(b)]

Marital or parental status. A recipient may not:

Take any employment action concerning the potential marital, parental or family status of an employee or applicant which treats persons differently on the basis of sex; or

Which is based upon whether an employee or applicant is the head of household or principal wage earner [§86.56(a)]

Pregnancy. A recipient may not discriminate against or exclude any employee or applicant on the basis of pregnancy or related conditions. Pregnancy and all related conditions must be treated as any other temporary disability for all job related purposes, including commencement, duration, and extensions of leave, payment of disability income, accrual of seniority and reinstatement, and under any fringe benefits offered to employees. If a recipient does not maintain a leave policy for its employees, pregnancy and related conditions must be treated as a justification for a leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status which she held when the leave began, or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities. [§86.57(b)(c)(d)]

Pre-employment inquiries. A recipient may not make pre-employment inquiry as to the marital status of an applicant for employment. A pre-employment inquiry as to applicant sex may be made, but only if such inquiry is made equally of applicants of both sexes and if the results of the inquiry are not used to discriminate. [§86.60(a)(b)]

Sex as a bonda fide occupational qualification. Recipients may make employment decisions prohibited by the regulation provided they can demonstrate that sex is a bona fide occupational qualification which is essential for carrying out job responsibilities. Such action cannot be based on alleged characteristics or stereotyped charac-

terizations of one or the other sex, or on preference based on sex of the recipient, employees, students or other persons. This does not prevent consideration of an employee's sex in relation to employment in a locker room or toilet facility used only by members of one sex. [§86.61]

ENFORCEMENT PROCEDURES

Pending ED's final issuance of a consolidated procedural regulation applicable to Title IX and other civil rights legislation administered by the Department, the procedures applicable to enforcement of Title VI of the Civil Rights Act of 1964 will be used to implement the regulation under Title IX. Under these existing procedures, complaints alleging violations of Title IX may be filed by letter to the Office for Civil Rights, Department of Education, Washington, D.C. 20201 or to the Office for Civil Rights, 1961 Stout Street, Denver, CO 80294.

APPENDIX

B

ENFORCING TITLE IX: GRIEVANCE AND COMPLAINT PROCEDURES

Individuals or groups who believe that they have been subject to discrimination which would be prohibited under Title IX have recourse to two procedures through which they may seek to enforce their rights under Title IX. These are the internal Title IX grievance procedure, which must be maintained by all education agencies and institutions receiving Federal funds, and the Federal administrative complaint process. Each of these procedures offers its users particular advantages and disadvantages.

The internal Title IX grievance procedure

Every education agency or institution receiving Federal financial assistance must adopt and maintain a procedure for the prompt and timely resolution of student and employee allegations of possible Title IX violations. In the absence of any standards for grievance procedures in the Title IX regulation, the structure and effectiveness of these procedures varies widely from agency to agency.

The primary advantage of the grievance procedure to its users is its ready accessibility. It provides an opportunity for problem resolution at the level where the resolution must be implemented (the education agency or institution); it may provide for relatively rapid and inexpensive resolution of the problem; and it provides the education agency or institution with an opportunity to identify and deal with Title IX-related problems without outside intervention.

The weakness of the grievance procedure is that its effectiveness is dependent upon the commitment and good faith efforts of the agency/institution to implement the procedure in an open climate of problem identification and solution. If the procedure is implemented in a manner which suggests resistance on the part of the agency to examine, correct or redress possible non-compliance with Title IX requirements, it will not function as an effective method of enforcement to the grievant or as a method of problem solving for the agency/institution.

The Federal administrative complaint process

Individuals or groups who believe that they have been discriminated against in a manner prohibited under Title IX (or persons or groups authorized to act on their behalf) may file a complaint with the Office for Civil Rights, Department of Health, Education, and Welfare (OCR/HEW) in Washington, D.C., or in one of 10 regional offices. Complaints must be filed in writing within 180 days after the alleged Title IX violation. This action may be taken after the unsatisfactory use of a local grievance procedure, simultaneously with the filing of a grievance, or without utilization of the local grievance procedure.

A complaint is considered by OCR to be complete when it includes the following information. (a) the name and address of the complainant, (b) those injured by the alleged discrimination, (c) the names and addresses of the injured parties where they number three or fewer persons, (d) the name and address of the institution or individual alleged to have discriminated, (e) the approximate date(s) on which the alleged discrimination took place, and (f) sufficient background information to permit HEW to commence an investigation.

HEW is currently under a court order (issued pursuant to the case of Adams v. Mathews) regarding its handling of complaints. The court order requires OCR to observe the following timelines in handling complaints: (a) Within 15 days of receiving a complaint, OCR will evaluate it and reply. (b) Within 105 days, OCR will complete its investigation and determine whether there has been a rights violation. (c) If there is a violation, OCR will complete its efforts to achieve compliance by voluntary means within 195 days. (d) If there is a violation and compliance is not achieved voluntarily, OCR will initiate formal enforcement proceedings (which could lead to the suspension or termination of Federal financial assistance and eligibility for such assistance) within 225 days, or refer the case to the Department of Justice for legal proceedings.

Although the identity of the person(s) filing a complaint is kept confidential if possible, it is sometimes impossible for OCR to investigate a complaint without the identity of the complainant becoming known. Agencies are

prohibited from discriminating against or discharging any student or employee because she/he has made a complaint or assisted with an investigation.

The primary strength of the complaint process for the complainant is that it provides a method for involving the Office for Civil Rights as an outside third party in consideration of the alleged discrimination. Because of the strength of the sanctions possible under the complaint procedure (suspension or termination of Federal funds), many education agencies and institutions find it desirable to negotiate voluntary compliance efforts if discrimination is found.

The weakness of the Federal administrative complaint process for the potential complainant is the amount of time which may be required to obtain a resolution, and the threat of retaliation which is perceived by many potential complainants.

A note on the private right to sue under Title IX

The right of an individual to file private suit to enforce Title IX rights has been the subject of the recent court case Cannon v. University of Chicago, 12 EPD 11175 (7th Cir. 1976).

APPENDIX

C

INFLUENCING SCHOOLS FOR CHANGE — ROLE PLAY SITUATION ANALYSES

The following represent sample responses or answers to the questions posed on the first pages of Worksheets 5-8. Each relates to one of the role play situations outlined in Worksheet 4. They are not comprehensive; they are designed to suggest the types of responses which would be appropriate.

ROLE PLAY SITUATION 1

Title IX Implications

The Title IX regulation does not prescribe standards for the implementation of an institutional self-evaluation. However, it is in the best interests of the local district to ensure that sources of discrimination are identified. If questions remain as to the adequacy of the institutional self-evaluation, it would be wise to update the evaluation effort.

District Actions

Specific actions for the district might include:

Implementation of a training program to train personnel in the identification of sex discrimination and bias;

Organization of study to update the institutional self-evaluation through additional data collection and analysis;

Formation of a task force which includes community persons with expert knowledge in the area of sex equity to organize and conduct the updating of the institutional self-evaluation.

Community Action Alternatives

Alternative actions include:

Organizing information/influence campaigns (mail, telephone, or personal calls) to urge school board members to mandate an updated institutional self-evaluation;

Working with a community group or task force to conduct a study of Title IX implementation in the schools and publicizing the results;

Identifying specific violations of the Title IX regulation and filing a grievance (if permitted by grievance procedure);

Identifying specific violations of the Title IX regulation and filing a complaint with OCR;

Holding community hearings on Title IX implementation in the schools;

Requesting clarification of the person to whom Title IX inquiries should be addressed and/or the responsibilities of the Title IX coordinator;

Allocating a portion of the library and textbooks budget allocations for the purchase of nonsexist, nonracist materials;

Developing district guidelines for the purchase of nonsexist, nonracist textbooks and instructional materials and ensuring that the guidelines are disseminated to all staff with responsibility for textbook selection and purchase of materials.

ROLE PLAY SITUATION 2

Title IX Implications

Community involvement in monitoring of self-evalutation efforts is not required by the Title IX regulation. (Many districts have mandated such involvement as a means of ensuring the adequacy of self-evaluation.) Similarly, there is no legal requirement for a self-evaluation regarding race discrimination.

District Actions

Specific actions might include:

Development of an ongoing task force which includes community members to monitor Title IX implementation and progress and problems related to sex and race equity;

Development of specific advisory committees to assist with various aspects of Title IX implementation and sex and race equity programs;

Development of a public information program to regularly disseminate information regarding Title IX compliance and sex/race equity efforts to concerned members of the community.

Community Action Alternatives

Alternative actions include:

Contacting the superintendent and volunteering to establish an advisory committee(s) to assist with Title IX implementation and sex and race equity programs.

Urging the school board (through information/ influence campaigns) to establish a community/ school advisory committee(s) to "watchdog" Title IX implementation and sex/race equity programs.

Convening an independent group to monitor Title IX implementation and sex/race equity efforts and to publish periodic reports to the community.

ROLE PLAY SITUATION 3

Title IX Implications

The Title IX regulation specifically prohibits the differential treatment of students in extracurricular activities on the basis of sex (§86.31a, b). In addition, recipients of Federal funds must take specific and continuing steps to notify students of a policy of nondiscrimination on the basis of sex. (§86.9a)

Because it is unlikely that the total sex-segregated pattern of participation would be the result of student interest, consideration must be given to the possible effects of past discrimination. Efforts should be made to take actions which would remedy the effects of past discrimination.

District Actions

Specific actions might include:

Developing a nondiscrimination policy and/or policy guidelines regarding student participation in extracurricular activities and disseminating guidelines to all students and staff;

Initiating special efforts to recruit students of the excluded (or self-excluded) sex into presently sex-segregated activities.

Community Action Alternatives

Meeting with school board members and urging that a report be made on the Title IX notification procedures and the progress made in Title IX implementation;

Meeting with central office staff and/or the superintendent to discuss the problem and urging a district-wide notification of policy and other efforts to eliminate sex segregation in extracurricular activities;

Working with student groups and developing actions to inform female and male students of their rights to participate in all extracurricular activities;

Informing students and parents of the rights of students to non-discrimination and the availability of the grievance procedure;

Informing students and parents of the provisions of Title IX and the use of the Federal complaint process;

Offering to sponsor demonstration efforts which could illustrate nondiscriminatory recruiting and programming of student activities.

ROLE PLAY SITUATION 4

Title IX Implications

Nothing in the Title IX regulations requires or prohibits the use of particular textbooks or curriculum materials (§86.42). In releasing the draft of the Title IX regulation, Secretary of Health, Education, and Welfare Caspar Weinberger stated that HEW was aware of the damaging effects of sex stereotyping in textbooks and instructional materials. Coverage of textbooks and instructional materials was not included due to possible conflicts with the First Amendment. HEW urged that state and local educational agencies take steps toward the elimination of stereotyping in textbooks.

District Actions

Specific actions might include:

> Developing a program of inservice training for instructional personnel which can assist them in identifying and combating the sex and race stereotypes found in textbooks and instructional materials.

APPENDIX

D

SOURCES OF FUNDING — EXAMPLES OF DEPARTMENT OF EDUCATION FUNDS

The Federal Government is a major source of financial support and technical assistance to the nation's schools chiefly through the U.S. Department of Education (ED). ED administers programs covering virtually every level and aspect of education. These programs and the fiscal year 1977 funds appropriated by Congress in support of them are listed below. Any information regarding these funds may be obtained from U.S. Department of Education, Region 8, 1961 Stout Street, Denver, Colorado 80294.

TYPE OF ASSISTANCE	PURPOSE
GROUP I: TO INSTITUTIONS, AGENCIES AND ORGANIZATIONS	
PART A - For Elementary and Secondary Education Programs	
Bilingual education basic programs (OMB Cat. No. 13403)	To develop and operate programs for children ages 3-18 with limited English speaking ability
Bilingual education support services (OMB Cat. No. 13403)	To operate regional centers providing assistance to bilingual education teachers in local districts (training resource centers), develop bilingual curriculum materials (material development centers), or evaluating and printing such materials (assessment dissemination centers)
Community schools (OMB Cat. No. 13563)	To assist state and local education agencies in establishing community schools to train personnel to plan and operate community education programs
Education and the Arts (OMB Cat No. 13566)	To encourage the establishment of art education programs at elementary and secondary levels

TYPE OF ASSISTANCE	PURPOSE
Educational innovation and support (OMB Cat. No. 13571)	To improve leadership resources of state and local education agencies; to support innovative and exemplary projects, nutrition and health service and dropout prevention
Ethnic Heritage Studies (OMB Cat. No. 13549)	To develop intercultural understanding among individuals living in a pluralistic society, to promote mutual understanding among various U.S. ethnic groups
Follow Through (OMB Cat. No. 13433)	To extend into primary grades educational gains made by deprived children in Head Start or similar preschool programs
Incentive grants (OMB Cat. No. 13512)	To encourage greater state and local expenditures for education
Indian education (OMB Cat. No. 13534)	To provide supplemental programs meeting special educational needs of Indian children enrolled in public schools, grades K-12
Indian education (OMB Cat. No. 13551)	To provide special elementary and secondary school programs meeting the special educational needs of Indian students
Indian education-special programs and projects (OMB Cat. No. 13535)	To provide exemplary and demonstration programs for improving educational opportunities for Indian children
Metric education (OMB Cat. No. 13561)	To encourage education agencies to prepare students for the metric system of measurement
Programs for children in state institutions for the neglected and delinquent (OMB Cat. No. 13431)	To improve the education of delinquent and neglected children in state institutions

TYPE OF ASSISTANCE	PURPOSE
Programs for disadvantaged children (OMB Cat. No. 13428)	To meet the educational needs of deprived children
Programs for migratory children (OMB Cat. No. 13429)	To meet the educational needs of children of migrant farm workers
Special assistance to refugees from Laos, Cambodia and Vietnam (OMB Cat. No. 13769)	To assist refugees from Laos, Cambodia and Vietnam
State administration of ESEA Title I programs (OMB Cat. No. 13430)	To strengthen administration of ESEA, Title I
Right to Read (OMB Cat. No. 13533)	To stimulate institutions, government agencies and private organizations to improve and expand reading related activities for children, youths and adults
School maintenance and operation (OMB Cat. No. 13478)	To aid school districts on which federal activities or disasters have placed a financial burden
State equalization grants (OMB Cat. No. 13572)	To reimburse states for costs incurred in the development or administration of a plan for equalization of state and local school finances with primary purpose to achieve equality of opportunity for all children
Women's educational equity (OMB Cat. No. 13565)	To support development and implementation of capacity building programs contributing to women's educational equity and having a possible national impact

TYPE OF ASSISTANCE	PURPOSE
PART B - For Strengthening Organizational Resources	
Alcohol and drug abuse education programs (OMB Cat. No. 13420)	To organize and train alcohol and drug education leadership teams at state and local levels to develop programs and leadership to combat causes of alcohol and drug abuse
Bilingual education technical assistance coordination (OMB Cat. No. 13403)	To provide technical assistance to local education agencies operating Title VII Basic Programs and to coordinate bilingual programs within the state
Education broadcasting facilities (OMB Cat. No. 13413)	To aid in the acquisition and installation of broadcast equipment for educational radio and TV
Educational television programming (OMB Cat. No. 13541)	To fund development and dissemination of educational television programs
Interlibrary cooperation (OMB Cat. No. 13465)	To establish and operate cooperative networks of libraries
Library and learning resources (OMB Cat. No. 13570)	To help provide school library resources, textbooks, and other instructional materials, instructional equipment, minor remodeling, testing, counseling and guidance services in elementary and secondary schools
Library services (OMB Cat. No. 13464)	To extend and improve public library services, institutional library services, and library services to populations unserved or inadequately served.

TYPE OF ASSISTANCE	PURPOSE
Projects in environmental education (OMB Cat. No. 13522)	To develop environmental and ecological awareness and problem solving skills through education programs conducted by formal and nonformal educational organizations and institutions
PART C - For Postsecondary Education Programs	
Basic institutional development (OMB Cat. No. 13454)	To provide partial support for cooperative arrangements between developing and established institutions
Advanced institutional development (OMB Cat. No. 13454)	To assist selected developing institutions enter the mainstream of higher education
Bilingual education stipends and institutional assistance (OMB Cat. No. 13403)	To train teachers, administrators and others working with bilingual education programs, to recruit faculty and encourage reforms and improvements in bilingual education curriculums at the undergraduate and graduate levels
College library resources (OMB Cat. No. 13406)	To strengthen postsecondary library resources
College Work Study (OMB Cat. No. 13463)	To stimulate and promote part-time employment of needy postsecondary students
Community service and continuing education programs (OMB Cat. No. 13491)	To strengthen higher education capabilities for helping communities solve their problems and to bring continuing education opportunities to adults
Cooperative education programs (OMB Cat. No. 13515)	To support planning and implementation of programs alternating periods of academic study and public or private employment

TYPE OF ASSISTANCE	PURPOSE
Cuban student loans (OMB Cat. No. 13409)	To provide a loan fund to aid Cuban refugee students
Educational opportunity centers (OMB Cat. No. 13543)	To operate centers assisting low income persons desiring to pursue a program of post-secondary education
Endowments to agriculture and mechanic arts colleges (OMB Cat. No. 13453)	To support instruction in agriculture and mechanic arts in land grant colleges
Improvement of post-secondary education (OMB Cat. No. 13925)	To aid postsecondary education reforms in curriculum development, teaching and administration
National Direct Student Loan Program (OMB Cat. Nos. 13469-470-471)	To help set up funds at higher education institutions for making low-interest loans to graduate and undergraduate students attending at least half time
National teaching fellowships and professors emeriti (OMB Cat. No. 13454)	To strengthen teaching resources of developing institutions
State planning commissions (OMB Cat. No. 13550)	To develop statewide comprehensive planning for post-secondary education
State student incentive grants (OMB Cat. No. 13548)	To encourage states to increase their appropriations for grants to needy students or to develop such grant programs where they do not exist (grants are on a matching 50-50 basis)
Student special services (OMB Cat. No. 13482)	To assist low income and handicapped students to complete postsecondary education

TYPE OF ASSISTANCE	PURPOSE
Supplemental education opportunity grants (OMB Cat. No. 13418)	To assist students of exceptional financial need to pursue a postsecondary education
Talent Search (OMB Cat. No. 13488)	To help identify and encourage promising students to complete high school and pursue postsecondary education
Upward Bound (OMB Cat. No. 13492)	To motivate young people with low income backgrounds and inadequate high school preparation to enter postsecondary training
Veterans cost of instruction (OMB Cat. No. 13540)	To encourage recruitment and counseling of veterans by postsecondary education institutions
PART D - For the Education of the Handicapped	
Deaf-blind centers (OMB Cat. No. 13445)	To provide specialized intensive educational and therapeutic services to deaf-blind children and their families through regional centers
Early education for handicapped children (OMB Cat. No. 13444)	To aid state and local education agencies developing model preschool and early education programs for handicapped children
Gifted and talented children (OMB Cat. No. 13562)	To develop programs for gifted and talented children and to train teachers and leadership personnel for these children
Information and recruitment (OMB Cat. No. 13452)	To encourage recruitment of educational personnel into special education, to disseminate information, to provide referral services for parents of handicapped children

TYPE OF ASSISTANCE	PURPOSE
Media services and captioned film loan program-film (OMB Cat. No. 13446)	To advance the handicapped through film and other media including a captioned film loan service for cultural, educational and vocational enrichment of the deaf
Media services and captioned film loan program-centers (OMB Cat. No. 13446)	To establish and operate a system of centers on educational media for the handicapped
Media services and captioned film loan program-research (OMB Cat. No. 13446)	To contract for research into the use of educational and training films and other media for the handicapped and for production and distribution
Programs for children with specific learning disabilities (OMB Cat. No. 13520)	To provide for research and training and establishment of model centers for the early identification of children with learning disabilities
Programs for the handicapped-aid to states (OMB Cat. No. 13449)	To assist in initiation, expansion and improvement of programs and projects for the handicapped at preschool, elementary and secondary levels through grants to states and outlying areas
Programs for the handicapped in state supported schools (OMB Cat. No. 13427)	To strengthen programs for children in state supported schools
Personnel training for the education of the handicapped (OMB Cat. No. 13451)	To prepare and inform teachers and others who educate handicapped children and to ensure an adequate supply of personnel in this area through preservice and inservice training

TYPE OF ASSISTANCE	PURPOSE
Training of physical education and recreation personnel for handicapped children (OMB Cat. No. 13451)	To train physical education and recreation personnel to work with the handicapped
Regional education programs for the handicapped (OMB Cat. No. 13560)	To make grants or contracts to publicly supported educational institutions to develop and operate special educational programs at vocational, technical, postsecondary or adult levels for deaf or other handicapped persons
Handicapped regional resource centers (OMB Cat. No. 13450)	To establish regional resource centers that advise and offer technical services to educators for improving education of handicapped children
Severely handicapped projects (OMB Cat. No. 13568)	To meet education and training needs of severely handicapped children and youths by helping them become as independent as possible
Supplementary educational centers and services, guidance, counseling and testing for the handicapped (OMB Cat. No. 13519)	To provide vitally needed educational services in support of local innovative and exemplary projects in guidance, counseling and testing
PART E - For Developing and Strengthening International Studies Programs	
Consultant services of foreign curriculum specialists (OMB Cat. No. 13439)	To bring foreign resource persons to the U.S. to assist in developing language and area programs pertinent to their home regions
Group projects abroad for non-Western language and area studies (OMB Cat. No. 13440)	To train U.S. education personnel abroad in language and international studies, to develop comprehensive language programs for U.S. institutions

TYPE OF ASSISTANCE	PURPOSE
International studies centers (OMB Cat. No. 13435)	To upgrade training resources at Centers for International Studies including foreign language and area studies
International studies programs, graduate and undergraduate (OMB Cat. No. 13435)	To encourage international studies resources at the graduate and undergraduate levels
PART F - For Occupational, Adult, Vocational and Career Education	
Adult education (OMB Cat. No. 13400)	To provide adult basic education programs up to 12th grade competency
Bilingual vocational training (OMB Cat. No. 13558)	To assist in conducting bilingual vocational training programs so that vocational training programs are available to everyone needing them
Career education (OMB Cat. No. 13554)	To demonstrate effective methods and techniques in career education, to develop exemplary models and to enable state education agencies to plan for career education
Consumer and homemaking education (OMB Cat. No. 13494)	To help states conduct training programs in consumer and homemaking education, especially in economically depressed or high unemployment areas
Cooperative education for vocational students (OME Cat. No. 13495)	To help states conduct vocational education programs of cooperative work-study arrangements
Indian education (OME Cat. No. 13536)	To provide adult basic education and GED programs for Indian adults

TYPE OF ASSISTANCE	PURPOSE
Vocational education-basic programs (OMB Cat. No. 13493)	To maintain, extend and improve vocational education programs to develop programs in new occupations
Vocational programs for persons with special needs (OMB Cat. No. 13499)	To provide vocational education programs for disadvantaged persons who have not succeeded in regular programs
Vocational education-state advisory councils (OMB Cat. No. 13500)	To advise the State Board for Vocational Education on the development and administration of state plans to evaluate vocational education programs, services and activities
Work-Study programs for vocational students (OMB Cat. No. 13501)	To provide work opportunities for full time disadvantaged vocational education students
PART G - For Desegregation Assistance	
Desegregation assistance grants to non-profit organizations OMB Cat. No. 13529)	To promote aid for community-based special programs and projects in support of school district desegregation plans
Desegregation assistance basic grants to LEAs (OMB Cat. No. 13525)	To provide aid to desegregating school districts for educational programs
Desegregation assistance pilot programs (OMB Cat. No. 13526)	To help desegregating school districts provide special help in the form of reading and math programs to overcome minority group isolation
Desegregation assistance bilingual programs (OMB Cat. No. 13528)	To help desegregating school districts provide bilingual-bicultural programs for children of limited English speaking ability.
Desegregation assistance educational TV (OMB Cat. No. 13530)	To develop and produce integrated children's educational television programs

TYPE OF ASSISTANCE	PURPOSE
Desegregation assistance special programs and projects (OMB Cat. No. 13532)	To lessen minority group isolation by supporting efforts of special merit not covered under ESAA legislation
ESAA evaluation (OMB Cat. No. 13531)	To evaluate programs and projects assisted under the Emergency School Aid Act
Desegregation assistance Civil Rights training and advisory services (OMB Cat. No. 13405)	To aid school districts in hiring advisory specialists to train employees and provide technical assistance in matters related to desegregation on the basis of race, color, religion, sex, national origin or language deficiencies
GROUP II: TO INDIVIDUALS--FOR TEACHER AND OTHER PROFESSIONAL TRAINING AND STUDENT ASSISTANCE	
Basic educational opportunity grants (OMB Cat. No. 13539)	To provide financial assistance to undergraduate postsecondary students
College teacher graduate fellowships (OMB Cat. No. 13407)	To train persons as bilingual education teacher-trainers in universities and school districts
College teacher graduate fellowships (OMB Cat. No. 13407)	To increase the number of qualified college teachers
College Work-Study (OMB Cat. No. 13463)	To promote part-time employment of postsecondary students in great financial need
Cuban student loans (OMB Cat. No. 13409)	To provide loans to needy Cuban refugee students
National direct student loans (OMB Cat. No. 13471)	To provide low interest loans to postsecondary students

TYPE OF ASSISTANCE	PURPOSE
Domestic mining and mineral-fuel conservation fellowships (OMB Cat. No. 13567)	To assist graduate students in domestic mining and mineral-fuel conservation, including oil, gas, coal shale and uranium
Educational development (for educators from other countries)	To provide opportunity for foreign educators to observe U.S. methods, curriculum and organization at elementary, secondary and higher education levels
Ellender fellowships (OMB Cat. No. 13583)	To assist the Close Up Foundation of Washington, D.C. with its program for increasing understanding of the federal government among secondary school students and their communities
Fellowships abroad for doctoral dissertation research in foreign language and area studies (OMB Cat. No. 13441)	To develop research knowledge and international studies capabilities for specialized advanced work abroad
Fellowship opportunities abroad (OMB Cat. 13438)	To promote instruction in international studies through grants and faculty projects for overseas work
Foreign language and area studies fellowships (OMB Cat. No. 13434)	To pay stipends to individuals undergoing training in any modern foreign language
Guaranteed student loan program (OMB Cat. No. 13460)	To encourage private commercial institutions and organizations to make loans to postsecondary students
Indian education (OMB Cat. No. 13569)	To assist Indian professional and graduate students in engineering, medicine, law, business, forestry and related fields

TYPE OF ASSISTANCE	PURPOSE
Librarian training (OMB Cat. No. 13468)	To increase opportunities for training in librarianship
Media services and captioned films training grants (OMB Cat. No. 13446)	To train persons in the use of educational media for the handicapped
National teaching fellowships and professors emeriti (OMB Cat. No. 13454)	To strengthen the teaching resources of developing institutions
Public service career fellowships (OMB Cat. No. 13555)	To attract and prepare students for entrance into state, local or federal service
State student incentive grants (OMB Cat. No. 13548)	To encourage states to increase their appropriations for students or to develop such grant programs where they do not exist (grants are on a 50-50 matching funds basis)
Teacher Corps project grants (OMB Cat. No. 13489)	To improve the quality of instruction available to disadvantaged children
Training for the disadvantaged-CLEO (OMB Cat No. 13556)	To provide opportunities for economically and educationally disadvantaged students to study and practice law
Teacher exchange (OMB Cat. No. 13437)	To promote international understanding and professional competence by exchange of teachers between the U.S. and foreign nations
Training of physical education and recreation personnel for handicapped children (OMB Cat. No. 13451)	To train physical education and recreation personnel for the handicapped
Training teachers for the handicapped (OMB Cat. No. 13451)	To improve and increase the supply of education personnel trained to work with handicapped children

TYPE OF ASSISTANCE	PURPOSE
Vocational education personnel development awards (OMB Cat. No. 13503)	To meet state needs for qualified vocational education personnel by making awards to educators and institutions
Vocational education professional personnel development for states (OMB Cat. No. 13504)	To strengthen education programs authorized by the Vocational Education Amendments of 1968: to improve instruction and administration of vocational education at all levels
GROUP III:	FOR RESEARCH
Consumer education (OMB Cat. No. 13568)	To support research and development and pilot projects designed to provide consumer education to the public
Foreign language and area studies research (OMB Cat. No. 13436)	To improve foreign language and area studies through support of research and studies, experimentation and development of specialized instructional materials
Handicapped physical education and recreation research (OMB Cat. No. 13443)	To improve physical education and recreation programs for handicapped children through research and demonstration projects
Library demonstrations (OMB Cat. No. 13475)	To promote library and information science research and demonstrations

APPENDIX

E

GLOSSARY OF TERMS RELATING TO CONTRACTS AND GRANTS

ACCOUNTABILITY: Responsibility for a specified performance, outcome and results.

AUTHORIZATION: Basic substantive legislation enacted by Congress which sets up a federal program or agency. Such legislation sometimes sets limits on the amount that can subsequently be appropriated but does not usually provide budget authority.

AWARDS, METHODS OF: (1) OPEN-BID: Request for Proposal (RFP) or prospectus is publicly announced and/or distributed. Respondents submit "solicited" proposal (see definition below). (2) SOLE SOURCE AWARD: A non-competitive offer to submit a proposal, made by the funding source to a uniquely qualified individual or organization (solicited proposal results). (3) REQUEST FOR QUALIFIED SOURCES: Offers are sent to previously identified individuals or organizations to submit proposal (solicited proposal).

BUDGET: The estimated cost of performance of the project as set forth in the Notification of Grant Award or contract.

BUDGET AUTHORITY (APPROPRIATION): Authority provided by Congress which allows federal agencies to incur obligations to spend or lend money. The budget authority appropriated for a fiscal year is sometimes more than the obligations or outlays within that year due to the long-range nature of some programs (particularly construction projects). There may be unspent budget authority carried over from prior years earmarked for specified purposes. This money is not available for new programs.

CONTRACT: The procurement of a service to perform a specific activity where the funding source (federal agency) has already identified a need, has determined the type of program needed to meet this need, has described the actual format for the service or activity desired, has determined the expected outcomes for the project, has selected an acceptable cost range and knows the length of time required to complete the program. The funding agency exerts management control over the recipient. (Many federal agencies blur the distinction between a contract and a grant--see "grants" below.)

CONTRACTS, TYPES OF: (1) COST PLUS FIXED FEE: Specified the specific fee for performance, plus specified allowable additional costs; i.e., overhead, travel, etc. (2) FIXED PRICE (OR FIXED FEE): Guarantees specified payment for performance of specified tasks within a specified period of time. (3) GUARANTEED PERFORMANCE: Grantee (contractor) guarantees the results of his services (or activities or program) in specific behavioral terms. Payment is made only if results are met. (4) RETAINER: Minimum fee established for minimal services--usually designated by number of man-hours or man-days within a specified period of time. Additional time demands require separate contract negotiations. (5) OPEN-ENDED: Like a fixed fee contract--the difference being that further related activities, as yet unspecified, are anticipated. Usually entered into in exploratory stage of an idea, to determine whether further work is needed (pre-feasibility studies). If additional work is undertaken, a new contract is negotiated, usually on a "sole source" basis. (6) COST REIMBURSABLE: Contract issued on basis of estimated costs; final payment is based on costs actually incurred, usually not to exceed dollar amount of contract.

DIRECT COSTS: Expenses which can be itemized and for which vouchers or payroll records can be presented for payment. They include salaries and wages, fringe benefits, supplies, travel, communication, equipment, computer, rentals, printing and duplication, etc.

EMPLOYEE BENEFITS (FRINGE BENEFITS): Differ with each employing agency but generally include retirement, social security, health benefits. The business office of your agency can provide the percentage of salary to be used in computing this amount -- usually a direct cost.

EVALUATION: An appraisal of an activity seeking to measure the extent to which the activity or program attained the objectives set forth. (1) DESCRIPTIVE: Describes the situation or program as it appears at a given point in time, rather than attempting to establish cause. (2) FORMATIVE: Starts with establishing the objectives of the activity; continues during the entire course of the activity, providing ongoing data (feedback) for decision-making, including revision of the objectives initially established. (3) EXTERNAL (sometimes defined as "third party"): Conducted by individuals who are not directly involved in the process, procedure or program

being evaluated. (4) INTERNAL: The process used by personnel responsible for the operation of a program to determine the degree to which it has fulfilled its stated objectives.

FISCAL YEAR (FY): Year running from July 1 to June 30 and designated by the calendar year in which it ends. For example, FY74 covers the period July 1, 1973--June 30, 1974. (In process of transition from July 1 to October 1, to end September 30 will eventually apply to all federal grants.)

GRANT (CONTRACT) PERIOD: The period of time specified in the Notification of Grant Award or contract award during which costs may be charged against the grant or contract.

GRANTEE (CONTRACTOR): The agency, institution or organization named in the grant or contract as the recipient.

GRANTS: A formal gift of money executed for a designated purpose (usually experimental, research or demonstration), where all the factors related to "contracts" (need, format, outcomes, costs, time) are not fully determined. Often the idea for the grant is proposed by the agency or individual writing the proposal. The grantee has management control over the use of the funds, the methods to be used and a more flexible timetable. (Many federal agencies blur the distinction between a grant and a contract--see "Contracts" above.)

GRANTS OR CONTRACTS OFFICER: The federal agency employee who is authorized to execute and is responsible for the administration of the grant or contract on behalf of the Government. S/he is the only person authorized to approve amendments to the contract or grant; such authorizations are effective and binding only when in writing.

GUIDELINES: Following publication of "priorities" in the Federal Register, each agency re-publishes those priorities in the form of detailed "Guidelines" for use by institutions or organizations in applying for funds. (See "priorities" below.)

INDIRECT COSTS (OVERHEAD): These are REAL costs, defined as general expenses necessary for project operation, which

are difficult to itemize on a project-by-project basis; such as business office services, physical plant operation and library.

LETTER OF INTENT: Sometimes required by an agency before they will accept a complete proposal document. This letter usually contains a description of the proposed project, an estimated budget and information on the applicant. The purpose of this requirement is to allow the funding source to screen out ineligible applicants or projects not consistent with the program's priorities and format. This screening saves considerable time for both the federal agency and the group planning to submit a proposal. In some cases, the federal agency also wishes to determine in advance the number of completed proposals they can anticipate and thus do some preliminary planning about the use of their own personnel and funds. In addition, such a letter guarantees the funding source an opportunity to make comments and suggestions on a program idea before a completed application is submitted.

MANAGEMENT PROCESSES: Once a contract or grant has been awarded, the receiving agency is responsible for effective and efficient program and fiscal management. Management processes are the means by which management of the overall project is carried out, and includes planning, operation, fiscal administration, decision making, evaluating, and staff descriptions, recruiting and selection.

MATCHING CONTRIBUTIONS: Cash contributions or "in kind" support (travel costs, personnel services, overhead, space) provided by the grantee in support of the project. The required extent of this participation is set by the funding agency, usually as a percentage of the funds provided by the sponsor.

NEEDS ASSESSMENT: A survey and analysis of needs for the proposed program might include: (1) symptoms; (2) causes; (3) description of population; (4) related research; (5) attempted solutions; (6) capability of the institutions to implement and/or continue the activity.

OBLIGATIONS: Commitments made by federal agencies (or other organizations) to pay out money for projects, services or other purposes--as distinct from the actual payments. Obligations incurred may not be larger than the budget authority (appropriation) or grant award.

OUTLAYS (EXPENDITURES): All payments made during the fiscal year.

PRIORITIES: Each federal agency develops annual program plans which include objectives and primary areas of emphasis. These areas of emphasis are called priorities and the agency awards contracts or grants for projects which most closely relate to those priorities. Each federal agency must publish, in the Federal Register, the priorities for its programs; included will be a statement of its general interest, the specific population to be served, the deadline for applications and the type of proposal document to be submitted. (See also "Guidelines" above.)

PROJECT DIRECTOR (PRINCIPAL INVESTIGATOR): The person responsible for directing and managing the project of the grantee (contractor).

PROJECT OFFICER: The federal agency employee who is responsible for the technical (content, program) monitoring of the project of the grantee (contractor) as representative of the grants (contract) officer. (See "Grants or Contract Officer" above.)

PROPOSALS: (1) RFP (REQUEST FOR PROPOSAL): Lists the types of qualifications needed, gives details on the program to be funded and specifies the types of information interested institutions must submit in order to be considered for the award. (If you want to get RFP's from specific agencies, call the Procurement Office of that agency and ask for a "Bidder's Mailing List Application," Form 129.) (2) SOLICITED: Requested by the funding source because it has originated the program idea or because the proposed subject is consistent with its major program priorities. (See "Awards" above.) (3) UNSOLICITED: Idea for the program originates with the submitting agency. It may or may not be relevant to the priorities of the potential source of support. (See "Priorities" above.)

SPONSORED PROJECT: A specific activity or program financed by funds other than those of the regular budget of the agency administering the project. Usually this means programs financed through awards from federal agencies or private foundations.

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STAFF: Personnel of an organization, from professional to custodial, who have assigned functions to carry out the purposes and objectives of the program.

SUPPLEMENTAL FUNDS (COST SHARING): Participation by the grantee in the costs of the project. (See "Matching Contributions" above.)

TERMS AND CONDITIONS: Document(s) incorporated in every contract or grant which set forth the specific federal laws and regulations which govern performance and administration of the project. Usually included are paragraphs relating to: project scope, cost limitations, accounts and records, payment procedures, reports, printing and duplicating, termination, application of state and local laws and institutional procedures, copyright and publication, patent rights, travel, equipment, sub-contracting, health and safety standards, compensation, labor standards, equal employment, consultants, clearance for forms, investment and grant related income, changes in key personnel, animal care, and so forth. Some items are special and unique to a particular project; most items are general and apply to all contracts/grants.

WORKSHOP EVALUATION SHEET

Date _____ School District _____

DIRECTIONS: Complete and return to the workshop facilitator using the rating scale below that shows 1 as the lowest and 5 as the highest value.

___Female

___Male

Your role as a member of this workshop

___Student

___Parent

___Teacher

___Special Services

___Administrator

___Community Person

Years of Age

___ 6-15

___16-20

___21-25

___26-30

___31-45

___46-above

		Low				High
1.	The workshop objectives were met:					
	a. Increased my understanding of Title IX regulations and its implication for the community.	1	2	3	4	5
	b. Increased my skills in identifying discriminatory or biased situations.	1	2	3	4	5
	c. Provided an opportunity to examine my behavior as it relates to sex equity as a community person.	1	2	3	4	5
	d. I was given an overview of how community persons can assist the change process needed to attain sex equity.	1	2	3	4	5
2.	There was enough time to get the information I needed.	1	2	3	4	5
3.	My feelings about implementing sex equity in the schools were changed or reaffirmed by this workshop.	1	2	3	4	5
4.	I believe a Title IX communications network is essential.	1	2	3	4	5
5.	I learned or relearned that others have some of the same concerns I have.	1	2	3	4	5
6.	I now feel more positive about choices that I may have and my own career goals.	1	2	3	4	5
7.	The workshop has made me feel more capable as a community person.	1	2	3	4	5
8.	The workshop has helped me to have more positive feelings about my work related interactions with members of the opposite sex.	1	2	3	4	5

9. Comments: _____

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1980-1982 EDUCATIONAL PRIORITIES

OF THE

COLORADO STATE BOARD OF EDUCATION

ACCOUNTABILITY AND ACCREDITATION

Assist local school districts with the implementation of accountability and accreditation programs, emphasizing educational excellence and high standards for all students.

EQUAL EDUCATIONAL OPPORTUNITY

Assist and support unique efforts of each school district to provide an equal and relevant educational opportunity for all students including the skills which lead to self-esteem and self-realization. Furthermore, to encourage districts to develop student policies and programs which emphasize respect for one's self and others.

EFFICIENCY AND EFFECTIVENESS

Assist school districts in their efforts to operate efficiently and effectively and, in particular, to find solutions to the problems presented by inflationary increases, rising fuel costs, declining enrollments, and increasing paperwork and data demands.

EDUCATIONAL LEADERSHIP

Support interagency agreements, legislation, and policies beneficial to K-12 education in Colorado. To be aware of developments in the new U.S. Department of Education to ensure respect for state and local control with accountability. To provide opportunities for all citizens to address educational problems and contribute to their solutions.

TEACHER EDUCATION

Assist the 15 teacher education programs in their responsibility of providing high quality personnel for Colorado schools and encourage responsible teacher education programs leading to the professional growth of the teaching profession.

PARENT INVOLVEMENT

Assist school districts in increasing the involvement of parents by apprising them of their rights and responsibilities and ways in which they can support the education of their own children.

STATE LIBRARY DEVELOPMENT

Develop specific regional and statewide plans for implementation of recommendations coming from the recent Governor's Conference and White House Meeting on Libraries.

SCHOOL FOR THE DEAF AND THE BLIND

Follow through on the studies begun in 1980 to set the role and mission of the School for the Deaf and the Blind for the next five years. Continued emphasis should be given to programs for parents of deaf and/or blind children in Colorado.

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